SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

February 22, 2010

Dr. Zollie Stevenson, Jr., Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Re: School Improvement Grant (SIG) Fund, Section 1003(g)

Dear Dr. Stevenson:

Enclosed please find the Washington State Office of Superintendent of Public Instruction's (OSPI) application for School Improvement Grants authorized under section 1003(g) of the Elementary and Secondary Education Act, funded through the Consolidated Appropriations Act, 2009 and the ARRA, and used to support Tier I through Tier III schools.

OSPI's proposal for section 1003(g) funding supports the development and implementation of required intervention change models for Tier I and Tier II schools, as well as supports for Tier III schools and districts with the greatest need and strongest commitment.

The proposed State application was presented to the state Title I Committee of Practitioners for review, and received both positive feedback and support.

If you have any questions or concerns regarding this proposal, please contact Dr. Janell Newman, Assistant Superintendent of District and School Improvement and Accountability, at (253) 593-2082 or janell.newman@k12.wa.us, or Tonya Middling, Director of Project Management and Implementation, at (253) 571-3548 or tonya.middling@k12.wa.us.

Thank you for your consideration.

Sincerely,

Janell Newman, Ph.D.

Janell Newman, Ph.D.
Assistant Superintendent
District and School Improvement
and Accountability

Bob Harmon

Bob Harmon
Assistant Superintendent
Special Programs and Federal
Accountability

Enclosure

JN/BH:jc

Washington State

Office of Superintendent of Public Instruction

School Improvement Grants Application

Fiscal Year 2009

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A

February 3, 2010

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:	Applicant's Mailing Address:
Washington State Office of Superintendent of Public Instruction	**P.O. Box 47200** **Olympia, WA 98504-7200**

State Contact for the School Improvement Grant

Name:	**Janell Newman, Ph.D.**
Position and Office:	**Assistant Superintendent of** **District and School Improvement and Accountability** **Office of Superintendent of Public Instruction**
Contact's Mailing Address:	**c/o WIIN Center, Tacoma PS** **6501 North 23rd Street** **Tacoma, WA 98406**
Telephone:	**253-571-3540**
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Email address:	**janell.newman@k12.wa.us**

Chief State School Officer (Printed Name): **Randy I. Dorn, Superintendent**	Telephone: **360-725-6000**
Signature of the Chief State School Officer: X Randy I. Dorn	Date: 2-3-10

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

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Attachment 1: List, by LEA, of Tier I, Tier II, and Tier III Schools, including the Case-by-Case Analysis and Results

Attachment 2: OSPI Definition of Persistently Lowest-Achieving Schools

Attachment 3: Methodology Used to Determine Tier I, Tier II, and Tier III Schools

Attachment 4: Copy of *LEA Instructions and Application Form for School Improvement Grants*

Attachment 5: Copy of *Scoring Guide for SIG District Application*

Attachment 6: December 17, 2009 Waiver Notice to LEAs and the Public, LEA/Public Comments Received

Attachment 7: February 16, 2010 Waiver Notice to LEAs and the Public, LEA/Public Comments Received

Attachment 8: List of Committee of Practitioners That Reviewed and Support OSPI's *School Improvement Grant* Application

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Washington State Office of Superintendent of Public Instruction

Application for School Improvement Funds

Section 1003(g)

CFDA Numbers: 84.377A; 84.388A

Overview

This is an application by the Washington State Office of Superintendent of Public Instruction (OSPI) for funds provided under Section 1003(g) of the Elementary and Secondary Education Act and American Recovery and Reinvestment Act. Funds will be used in Title I schools identified for improvement, corrective action, or restructuring and Title I-eligible secondary schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status. OSPI has also included the newly eligible schools in the consideration set for Tier I and Tier II schools as allowed by the Consolidation Appropriations Act (2009). In this application, the proposed activities will be implemented by the District and School Improvement and Accountability Division of OSPI. The Washington Title I Committee of Practitioners Advisory Council has reviewed and provided input on this application.

Washington's definition of Persistently Lowest-Achieving Schools is included in Attachment 2. The methodology used in determining schools that fall into Tier I, Tier II, and Tier III is included in Attachment 3.

The Washington State Office of Superintendent of Public Instruction is referred to as OSPI and OSPI's District and School Improvement and Accountability Division is referred to as DSIA in the following responses.

PART I: SEA REQUIREMENTS

A. ELIGIBLE SCHOOLS:

The list of Washington State's Tier I, Tier II, and Tier III schools is provided in Attachment 1. Washington's definition of Persistently Lowest-Achieving Schools is included in Attachment 2. The methodology used to determine Tier I, Tier II and Tier III schools is described in Attachment 3.

The final list of Tier I, Tier II, and Tier III schools and the definition of Persistently Lowest-Achieving schools will be published on the OSPI website at www.k12.wa.us immediately following United States Department of Education (ED) approval of this application.

B. **EVALUATION CRITERIA**:

Below are the criteria OSPI will use in evaluating district applications:

Part 1

(1) The district will use the results of an OSPI external school-level needs assessment in identifying one of the four allowable intervention models for each Tier I and Tier II school. Each district's application will be assessed based on the extent to which the district:

a. Used OSPI's *School-level Needs Assessment* to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district has identified it will apply to serve. Details regarding the *Needs Assessment* include the following:
   i. The research used to anchor the *Needs Assessment* is based on OSPI's *Nine Characteristics of High Performing Schools*.
   ii. Multiple forms of locally-generated data are used in the *Needs Assessment*. These include: school and classroom observation study; district policy and practices impacting school reform; student performance data; alignment of curriculum with state standards; use of formative and summative assessments; use of extended learning time; leadership and decision-making practices at the school and district level; and parent and community involvement.
   iii. Reports summarizing findings from the *Needs Assessment* will be provided to districts following the reviews for purposes of informing their decision-making regarding appropriate intervention model(s).
   iv. Findings may result in the district conducting a deeper analysis at a later point in time.
   v. Additionally, each school participating in the *Needs Assessment* process will receive a handbook outlining how the findings can be used in a school improvement process.

b. Utilized multiple forms of data and described how they were used to supplement the findings of the *Needs Assessment* to select an appropriate intervention model in each Tier I and Tier II school. Examples may include:
   i. Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI's *Nine Characteristics of High Performing Schools.*
   ii. Student achievement data on formative and summative assessments.
   iii. Teacher qualifications and placement.
   iv. Budget, including per pupil expenditures.
   v. Current school improvement plans and progress toward identified goals.

c. Engaged relevant stakeholder groups, including:
   i. Local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence may include a Memorandum of Understanding and/or timeline for collaborating on matters related to contracts and current collective bargaining practices.
   ii. Local school board.
   iii. Community partners.

iv. Parents, students, and staff.

(2) The district has demonstrated that it has or is committed to build, with support from OSPI, capacity to use *School Improvement Grant* funds to provide adequate resources and related support to each Tier I and Tier II school identified in the district's application in order to implement fully and effectively the selected intervention in each of those schools. Each district's application will be assessed based on the extent to which the district demonstrates that it has or is committed to build capacity in the following areas:

a. Provides evidence the district has, or has plans to develop, infrastructures, policies, and practices which are consistent with OSPI's *Characteristics of Improved Districts: Themes from Research* which will enable the district to implement the intervention fully and effectively. The four over-arching themes from this research include: *Effective Leadership, Quality Teaching and Learning, Support for System-wide Improvement,* and *Clear and Collaborative Relationships*. Evidence may include: developing a network or "partnership zone" to support a cluster of schools which include the district's Tier I and Tier II schools; revising policies and practices to increase operational flexibility at the building level; and developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school.

b. Through the timeline, shows ability to implement the basic elements of its selected intervention model(s) by the beginning of the 2010-11 school year. Certain model components, such as job-embedded professional development or identifying and rewarding teachers and principals who have increased student achievement, may occur later in the process. At a minimum, "basic elements" for each model include:

i. Turnaround Model: Replace the principal; grant principal sufficient operational flexibility (e.g., in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; develop and adopt locally-determined "turnaround" competencies to screen all existing staff, rehiring up to 50% and select new staff; and identify processes for providing increased learning time to students and staff and for designing job-embedded professional development in collaboration with staff. The district will provide timelines indicating its commitment to address remaining required, and where appropriate, permissible actions.

ii. Restart Model: Select Educational Management Organization (EMO) to implement Restart Model in 2010-11. Note: The district will retain authority and responsibility for EMOs meeting school goals. The district will also hold the EMO responsible for meeting the final requirements associated with this intervention model.

iii. School Closure: Establish timeline for school closure, consistent with Washington State legislative requirements (RCW 28A.335.020), on or before July 1, 2011, and for assignment of students to other higher-achieving schools in the district in 2011-12.

iv. Transformation Model: Replace the principal (unless the school has implemented the transformation model in the last two years, including assigning a new principal); grant principal sufficient operational flexibility (e.g., in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; provide

timeline for identifying and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards; develop schedules for extending learning time and creating community-oriented schools; and provide plan for ensuring that the school receives ongoing, intensive technical assistance and related support from the district, OSPI/DSIA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). The district will provide timelines indicating its commitment to address remaining required, and where appropriate, permissible actions.

c. Provides a description of mechanisms for principal and teacher selection and placement for aligning staff competencies to student needs ensuring teachers and principals have the capability to implement one of the four intervention models. Evidence may include: percent of teachers that hold National Board Certification.
d. Provides an explanation of ways in which the district has addressed the needs and provided support to these Tier I and Tier II schools in the past. Evidence used to assess this criterion may include: ways in which district has used data and research to support improvement efforts in identified Tier I and Tier II schools.
e. Provides evidence of school board commitment to eliminate any barriers to reform and to facilitate full and effective implementation of the model(s).
f. Provides timeline and process to build sufficient central office and school-level administrative and teacher leadership capacity to implement the selected model(s).
g. As applicable, provides evidence of support of the teachers' union with respect to the staff and teacher evaluation requirements in the turnaround and transformation models, OR provides timeline and process for designing and implementing an evaluation system (to be implemented in the 2010-2011) which takes into account data on student growth (as defined in the interim final notice) as a significant factor; the process should include ways in which the district will collaborate with employee associations to develop locally adopted competencies to measure the effectiveness of staff who can work within the selected intervention(s).
h. As applicable, describes strategies to be used in recruiting new principals to implement the turnaround or transformational model.
i. As applicable, provides evidence of the availability of EMOs that could be enlisted to implement the restart model.

Note: When determining capacity to use school improvement funds as prescribed in the final guidelines, OSPI will also take into account such factors as:
-number of Tier I and Tier II schools in the district and if they are in a "feeder pattern" or network;
-availability and quality of EMOs; teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and reading);
-District's ability to recruit a sufficient number of new principals to implement the turnaround or transformation model;
- Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement

one of the four intervention models in *each* Tier I school;
- District determined that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools attempting to turnaround some schools before proceeding to others;
-District determined that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools; and,
-For the closure model, access and proximity to higher-performing schools in the district.

(3) The district's proposed budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in Tier III schools throughout the period of availability of *SIG* funds (taking into account any waiver extending that period received by either OSPI or the district). Each district's application will be assessed based on the extent to which it addresses the following:

a. Proposed budget for each Tier I and Tier II school the district is applying to serve is of sufficient size and scope to support full and effective implementation of the selected intervention for these Tier I and Tier II schools over a period of three years through September 30, 2013, pending approval of the state's waiver to the United States Department of Education (ED).
b. Proposed budget for each Tier III school the district is applying to serve includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that provide a direct benefit to the school. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive *SIG* funds.
c. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each of the Tier I, Tier II, and Tier III schools it is applying to serve.
d. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.
e. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.
f. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).

Part 2

The actions in Part 2 are ones that a district may have taken, in whole or in part, prior to submitting its application for a *School Improvement Grant* but, most likely, will take after receiving a *School Improvement Grant*. With the approval of districts, OSPI may provide technical assistance and support to implement all or part of the actions listed below. Each district's application and subsequent monitoring of implementation will be assessed based on the extent to which the district

addresses the following components.

(1) Design and implement interventions consistent with the final requirements.

a. Conducted OSPI's *School-level Needs Assessment* and selected appropriate intervention(s) (see Part 1 (1) above).

b. Describes district actions to recruit, screen, select, assign, and retain high performing teachers and leaders, i.e., those with demonstrated success in substantially raising student achievement. Evidence may include: description of the rigorous process used to recruit and retain high performing teachers and leaders; collaborative process used to identify locally-adopted competencies; process for screening and selecting staff to meet the unique needs of its schools; and current or planned strategies to recruit, place, and retain staff (e.g., financial incentives, increased leadership opportunities and opportunities for promotion). The district's response should also include the criteria, locally developed competencies, and rubric used to assess teacher and leader competency in turning around/transforming lowest-performing schools.

c. Describes other district procedures and practices which support full and effective implementation of the interventions in Tier I and Tier II schools and school improvement activities/services in Tier III schools. Evidence provided by the district may include policies and practices – current or planned - related to the following: time for teachers to collaborate, plan, and engage in professional development and collaborate within and across grades and subject areas; sufficient operating flexibility to fully implement the intervention(s) and improvement activities; competitive salaries and benefits; sufficient instructional minutes/year; and teacher/leader assignment and evaluation processes which take into account data on student growth.

d. Describes district actions which will promote the continuous use of student data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Evidence of the district's current use or plans to implement the continuous use of student data may include: agendas/schedules from trainings designed to increase teacher/leader understanding of how to use multiple forms of data to inform instructional decisions at the student, classroom, and school levels; and description of a comprehensive assessment and intervention system, such as a *Response to Intervention*, implemented by the district.

e. Describes processes to ensure a clear focus on student learning and communicate and reinforce high expectations and accountability for adults. Evidence may include: agendas from district leadership and school board meetings highlighting on-going monitoring of actions related to increasing teacher and leader effectiveness; agendas/schedules for professional development focused on improving and accelerating student learning;

f. Describes district actions which will ensure coordinated and aligned curriculum and assessment and support clearly defined quality instructional practice in Tier I, Tier II, and Tier III schools. The district may describe current practice and/or plans to implement evidence-based practices in the following areas: gap analyses of current curriculum in mathematics and reading as compared to state standards; pacing guides to implement aligned curriculum; cross-grade level and content area collaboration to ensure curriculum is aligned from grade-to-grade and across content areas; implementation of an assessment and

intervention system, such as *Response to Intervention*, to provide core curriculum and strategic and interventions designed to ensure all students achieve to standards; and use of classroom walkthrough protocols around an evidence-based and commonly understood instructional model.

g. Describes actions the district has taken or will take to ensure each identified Tier I and Tier II school receives ongoing, intensive technical assistance. Evidence may include: assignment of central office staff as liaisons to each Tier I and Tier II school to ensure collaboration and communication between the district and school; assignment of additional personnel (e.g., instructional coaches, leadership coaches, turn-around specialists); agreements with OSPI/DSIA to provide technical assistance and supportive services; and contracts with EMOs and/or other external partners to provide technical assistance.
h. Specifically addresses each "required action" for selected intervention in application/budget.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

a. Provides an explanation of how the district has determined that engagement of external partners is expected to result in substantial raises in student achievement. Explanation may address the following: description of types of data and research used to make the decision to engage external partners (e.g., the *School-level Needs Assessment,* district-level capacity); expectations for external partners with respect to required, and if applicable, permissible actions for intervention(s) and improvement activities; and specific qualifications (e.g., demonstrated success in turning around schools) which will be used to recruit, screen, and select external partners (see (c) below for additional criteria).
b. If the district plans to use an external lead partner, response describes selection process. Evidence includes: description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and the criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school level, and needs.
c. Describes evaluation process which will be used to monitor supports and services provided by external lead partner. Description may include: steps and timeline for implementing the evaluation process, data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities, process for determining additional metrics which will be used in the evaluation process (if any), and opportunities for stakeholder involvement in the process.
d. If the district and DSIA have mutually agreed to implement improvement activities/services, the district's response must identify the agreed upon intervention model components to be delivered and the expected timeline.

(3) Align other resources with the interventions.

a. Dedicates resources needed to fully and effectively implement each intervention as defined in the final federal guidelines. Resources may include: personnel (e.g., assigning effective teachers and leaders to the district's persistently-lowest achieving schools, instructional coaches, leadership coaches, turnaround specialists, additional staffing, and district liaison); federal, state, and local funding sources and funding from private/public partnerships which

will be used in addition to its *SIG* funds; technology (e.g., data systems and assessment systems); standards-based curriculum and assessment materials; and partnerships with community agencies.

b. Describes systematic processes in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the intervention. The district's response may include description of resources needed to support the continuous improvement process and intervention used in each Tier I and Tier II school; data (demographic, contextual, and student performance) collected and analyzed to differentiate and coordinate resources; collaborative decision-making process used in differentiating resources; evidence of alignment of the intervention with other district/school initiatives and grants; process to acquire additional resources and partnerships aligned with the intervention model(s); and plan for continuously reviewing and making timely adjustments in resource allocations to assure each Tier I and Tier II school receives the resources necessary to make adequate yearly progress (AYP) and exit improvement status.

(4) Modify practices or policies, if necessary, to enable full and effective implementation of the intervention model.

a. Identifies process to review current practices and policies which support or impede reform efforts at the identified Tier I, Tier II, and Tier III schools. Evidence provided by the district may include the following: timeline for review of current policies and practices; process for annual review and revision of board policies and procedures; opportunity for stakeholder involvement; data used to assess impact of practices and policies on full and effective implementation of intervention model(s); and identification of district practices or policies that research (e.g., OSPI's *Characteristics of Improved Districts: Themes from Research)* suggests can support or impede implementation of intervention(s). Response may also include evidence of district's assessment of current practices and policies in light of required, and as appropriate, permissible actions for selected intervention(s).

b. Identifies processes and policies related to recruiting and retaining highly effective teachers and leaders to work in the district's persistently lowest-achieving schools. Response may include process and timeline to: address issues in collective bargaining agreements which may impact implementation of intervention (if needed); collaboratively identify teacher and leader competencies essential for full implementation of intervention(s) and improvement activities; and provide competitive salaries and benefits and professional autonomy and flexibility.

c. Describes processes for intentional, frequent communication between superintendent/district office and staff in participating schools. The response identifies multiple methods for ongoing communication and opportunities for collaboration to build clarity, commitment, and consistency in district practices.

d. Describes process to examine system-wide alignment of programs and practices with the intervention(s). The district's response may include the following: identification of current programs and practices which may support or impede the intervention(s); description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and strategies for aligning these programs and practices with the required and, if applicable, permissible actions for the intervention(s).

(5) Sustain the reforms after the funding period ends.

a. Describes system-wide infrastructures the district has developed, or will develop, to sustain reforms in Tier I, Tier II, and Tier III schools over time. The district's response may identify the following:

i. Board-adopted policies and practices (e.g., personnel policies focused on recruiting and retaining effective teaches and leaders in persistently lowest-achieving schools; system for providing competitive salaries and benefits).

ii. Systems and supports for Tier I and Tier II schools to sustain changes and innovations reflecting the basic elements of the intervention(s) (e.g., teacher/leader effectiveness, instructional and support strategies, time and support, and governance in the turnaround and transformation models) resulting from full and effective implementation of the intervention(s); to engage in a continuous improvement process; to monitor targeted changes in practice and student outcomes; and to make adjustments as needed to meet identified goals.

iii. Systems and supports for Tier III schools to sustain changes and innovations resulting from implementation of school improvement plans, to engage in a continuous improvement process, to monitor targeted changes in practice and student outcomes, and to make adjustments as needed to meet identified goals.

iv. Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision making (e.g., disaggregated data in manageable and usable formats and time and training for analyzing data and determining appropriate program adjustments).

v. Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes so they become part of routine practice.

vi. Calendar and schedule which provide extended learning time for students and staff.

vii. System for continued alignment of curriculum, assessments, and interventions and, if appropriate, for continued support of the instructional model(s) based on student needs which was adopted in turnaround and transformation models.

viii. Budget which uses federal, state, and local education funding to sustain reforms; includes narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant. The description may also describe processes for differentiating resources based on the unique needs of students and schools.

ix. Decision-making processes at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.

C. CAPACITY:

OSPI will use the following criteria to evaluate whether a district lacks capacity to implement a school intervention model in each Tier I school.

1. When determining capacity to use school improvement funds as prescribed in the final guidelines, OSPI's DSIA division will take into account such factors as:
   a. Number of Tier I and Tier II schools in the district and if they are in a "feeder pattern" or network.
   b. Availability and quality of EMOs which may be enlisted to implement the restart model.
   c. Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading).
   d. District's ability to recruit a sufficient number of new principals to implement the turnaround or transformation model.
   e. Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in *each* Tier I school.
   f. District assessment that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools attempting to turnaround some schools before proceeding to others.
   g. District assessment that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools.
   h. For the closure model, access and proximity to higher-performing schools.
   i. Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

2. If OSPI determines the district has more capacity than is indicated in their application, OSPI will provide support to districts in the following areas:
   a. Effective leaders – Train school leaders (principals and teacher/leaders) to implement one of the rigorous interventions: DSIA proposes the Washington Institute of Turnaround Leadership and Policy to provide current administrators, teacher/leaders and aspiring leaders with professional development and coaching support to build their capacity to implement evidence-based practices and innovations which are essential to substantially raise the achievement of all students.
   b. Effective leaders – Develop list of qualified school leaders available to support implementing one of the rigorous interventions: DSIA partners with the Association of Washington School Principals to identify highly effective principals and to provide coaching and mentoring support to sitting principals.
   c. Effective teachers – DSIA created the Washington Improvement and Implementation Network Center (WIIN Center) to provide evidence-based professional development in areas such as: implementing research-supported instructional models; aligning curriculum with state standards, and addressing identified gaps; ensuring continuous use of student data to inform and differentiate instruction; scaling up innovations; and developing capacity of

teachers and principals as instructional leaders.

d. Resources – Identify additional federal, state, and local resources the district can use to implement interventions: In collaboration with other OSPI divisions, DSIA will create list of additional federal and state resources which can be used to implement interventions.

e. Qualified EMOs – If applicable, provide a list of qualified EMOs to support restart intervention model: DSIA recruited, screened, and identified a pool of EMOs demonstrating success at turning around low-achieving schools; at substantially raising student achievement; and/or at providing targeted technical assistance in areas such as data analysis, classroom walkthrough protocols, implementing evidence-based instructional model(s), aligning curriculum to state standards and addressing identified gaps, and leadership development.

D. DESCRIPTIVE INFORMATION:

(1) OSPI will implement the following process and timeline for approving district applications:

a. Process - The district share of *School Improvement Grant* funds (i.e., 95% of the state's allocation from ED) will be allocated as prescribed in federal guidelines, and priority will be given to districts based on final guidelines:

x. OSPI will give first priority to districts that apply to serve Tier I or Tier II schools.

xi. If SIG grants have been awarded to each district that requested funds to serve a Tier I or Tier II school, then OSPI may award remaining SIG funds to districts that seek to serve Tier III schools, including districts that apply to serve only their Tier III schools.

xii. A district with one or more Tier I schools will not be awarded SIG funds to serve only its Tier III schools.

xiii. Funds will not be awarded to districts for their Tier III schools, unless and until OSPI has awarded funds to fully serve all Tier I and Tier II schools across the state that districts commit to serve.

b. Timeline:

i. Notice of the waivers OSPI will apply for issued for comment December 17, 2009.

ii. RFQ for potential vendors or service providers developed and published December 30, 2009.

iii. Districts notified of potential eligibility and process to apply January 7, 2010.

iv. Districts of newly eligible schools were notified on January 26, 2010.

v. Web email address (SIG@k12.wa.us) created for frequently asked questions on January 8, 2010. Questions and answers will be issued weekly to affected district superintendents following the January 28, 2010 webinars.

vi. District response and Statement of Interest due January 15, 2010.

vii. Informational webinars for districts interested in applying held January 28, 2010.

viii. Applications posted in OSPI's electronic application system (i.e., iGrants); print copies of application, federal school improvement grant guidelines, instructions and scoring guide sent to eligible districts January 29, 2010.

ix. RFQ review panel established January 19, 2010.
x. RFQ due February 8, 2010.
xi. List of Tier I, Tier II, and Tier III schools published immediately following final approval from Department of Education.
xii. *School-level Needs Assessments* conducted in each Tier I and Tier II school that districts have indicated they will apply to serve during February, 2010. Reports to be provided to District Superintendents within 1 week of the school review.
xiii. Applications due March 5, 2010.
xiv. Applications screened by review panel by March 12, 2010.
xv. Interviews with potential grantee districts March 17-19, 2010.
xvi. Awards announced March 26, 2010.
xvii. Funding allocated to districts through OSPI's electronic application system (i.e., iGrants); final budget request completed in iGrants by April 26, 2010.
xviii. Final district applications posted on OSPI website April 26, 2010.
xix. Districts and schools begin setting conditions for implementing models-April through August 2010.
xx. Districts and schools begin implementation of intervention models – September 2010.

(2) OSPI's process for reviewing a district's annual goals for student achievement, and if applicable, annual goals to reduce drop out rates, for its Tier I and Tier II schools to determine whether to renew the district's *SIG* if one or more of these schools are not meeting those goals and making progress on the leading indicators in section III of the final requirements includes the following:
   a. Meeting or making progress towards annual goals and leading indicators.
      i. No later than September 1 of each year, each participating district will submit an annual report which includes data regarding annual goals and leading indicators. If at least one Tier I or Tier II school has not met targets or is not making progress on leading indicators, the district will be required to provide rationale for the lack of progress in identified school(s), provide an explanation why consideration should be given to continued funding for that school(s), and identify actions the district will take in order to accelerate improvement in that school(s).
      ii. OSPI will compare the data regarding progress on annual goals and leading indicators submitted by the district in its annual report to targets established in the district's application to determine if each Tier I and Tier II school is meeting annual goals and is making progress on leading indicators. As needed, representatives from OSPI will meet with district personnel to gather additional information.
      iii. OSPI will provide each district with a written summary of its findings.
   b. Determine whether to renew: OSPI will consider the following criteria when determining whether to renew all or a portion of the district's *SIG*:
      i. The difference between annual goals and leading indicators established in the district's application and the annual outcomes for each school.
      ii. The difference between individual school results and state results on state assessments in reading and mathematics for both absolute performance and growth/gains for the "all students" group and for each sub-group.
      iii. Actions the district has described it will take to accelerate improvement in identified

school(s).

iv. Evidence of the district's commitment and fidelity of implementation of the intervention model(s), as described in Section B (3) of its application.

v. Actions the district has taken to build capacity to use *SIG* funds to provide adequate resources and related support to each Tier I and Tier II school identified in the district's application in order to implement fully and effectively the selected intervention in each of those schools.

vi. OSPI will provide each district with a written summary of its findings.

(3) OSPI's process for reviewing the goals a district establishes for its Tier III schools (subject to OSPI approval) to determine whether to renew the district's *SIG* if one or more Tier III schools in the district are not meeting those goals includes:

a. Meeting or making progress toward goals.

i. No later than September 1 of each year, each participating district will submit an annual report which includes data regarding annual goals. If at least one Tier III school has not met targets, the district will be required to provide rationale for the lack of progress in identified school(s), provide an explanation why consideration should be given to continued funding for the school(s), and identify actions the district will take in order to accelerate improvement in the school(s).

ii. OSPI will compare the data regarding annual goals submitted by the district to targets established in the district's application to determine if each school is meeting annual goals. As needed, representatives from OSPI will meet with district personnel to gather additional information.

iii. OSPI will provide each district with a written summary of its findings.

b. Determine whether to renew: OSPI will consider the following criteria when determining whether to renew all or a portion of the district's *SIG*:

i. The difference between annual goals and the annual outcomes for each school.

ii. The difference between results for each school and the state on state assessments in reading and mathematics for both absolute performance and growth/gains for the "all students" group and for each sub-group.

iii. Actions the district has described it will take to accelerate improvement in identified school(s).

iv. Actions the district has taken to build capacity to use *SIG* funds to provide adequate resources and related support to each Tier III school identified in the district's application in order to implement fully and effectively activities described in the school's improvement plan.

v. OPSI will provide each district with a written summary of its findings.

(4) OSPI will monitor each district that receives a *SIG* to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the district is approved to serve. Processes include:

a. Scheduled reviews of implementation progress through an online tracking system.

b. Scheduled phone and in-person interviews with key district and school leadership.

c. Joint OSPI/district review of school-level implementation of intervention model(s).

d. Mid- and end-of-year reviews of budget expenditures submitted through iGrants.

(5) In the event that OSPI does not have sufficient school improvement funds to serve all eligible schools for which each district applies, allocations will be prioritized as follows:
   a. Districts that apply to serve either Tier I or Tier II schools.
   b. Districts that apply to serve only Tier III schools (except that a district with one or more Tier I schools may not receive funds to serve only its Tier III schools.)
   c. Awards will only be provided to districts for their Tier III schools after awards have been made to fully serve, throughout the period of availability of funds, all Tier I and Tier II schools in the state that districts commit to serve and that OSPI determines the districts have capacity to serve.

(6) OSPI may use one or both of the following factors in prioritizing among Tier III schools:
   a. The school is in a feeder pattern of a Tier I or Tier II school the district has committed to serve.
   b. Selection of the school enables OSPI to award *SIG* funds to Tier I, Tier II, and Tier III schools representing the geographic, demographic, and economic diversity of Washington State.

(7) OSPI does not have the authority to take over schools in Washington State.

(8) At this time, OSPI has not identified any schools it will partner with in delivering services. OSPI has extended an offer of services to interested districts. In the event any of these districts approve state level support, OSPI will amend this application with details concerning these partnerships.

E. ASSURANCES:

By submitting this application, OSPI assures that it will do the following:

- ✓ Comply with the final requirements and ensure that each district carries out its responsibilities.

- ✓ Award each approved district a *School Improvement Grant* in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that OSPI approves the district to serve.

- ✓ Apportion its school improvement funds in order to make grants to districts, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by OSPI or an individual district to extend the period of availability.

- ✓ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible districts consistent with the final requirements if not every Tier I school in the state receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless OSPI does not have sufficient school improvement funds to serve every Tier I school in the state).

  - ❑ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements. (**Not Applicable for Washington State.)**

- ✓ Monitor each district's implementation of the interventions supported with school improvement funds.

  - ❑ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements. **(Not currently authorized by the Washington State legislature.)**

- ✓ Post on its Web site, within 30 days of awarding *School Improvement Grants*, all final district applications and a summary of the grants that includes the following information: name and NCES identification number of each district awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.

- ✓ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION:

OSPI is reserving an amount not to exceed five percent of its *School Improvement Grant* for administration, evaluation, and technical assistance.

Activities related to administration, evaluation, and technical assistance that OSPI plans to conduct with the state-level funds it has received from its *School Improvement Grant* include the following:

1. Administration
   a. Preparing the state application;
   b. Developing the district application, instructions, and scoring guide;
   c. Initiating state or regional efforts to recruit and develop principals to serve in persistently lowest-achieving schools;
   d. Vetting, through a rigorous process, EMOs and external providers to serve the state's persistently lowest-achieving schools;
   e. Developing sample competencies that districts can use to recruit and select staff to work in a turnaround environment.

2. Evaluation
   a. Monitoring progress toward annual goals and leading indicators in Tier I and Tier II schools receiving SIG funds.
   b. Monitoring progress toward annual goals established for Tier III schools (subject to approval by OSPI) receiving services funded through the SIG.
   c. Providing written reports to districts based on findings.

3. Technical Assistance: Providing support and resources to ensure districts are ready to implement the interventions in Tier I and Tier II schools if and when they receive a *School Improvement Grant* (e.g., reviewing student achievement data; evaluating current policies and practices that support or impede reform; assessing the strengths and weaknesses of school leaders, teachers, and staff; recruiting and training effective principals capable of implementing an intervention; identifying and screening outside partners; disseminating model processes to assist districts in carrying-out needs assessments; and providing specific data (e.g., student achievement, teacher assignment and mobility, college and career-readiness) for districts to use in needs assessment processes.

G. CONSULTATION WITH STAKEHOLDERS:

- ✓ OSPI has consulted with its Committee of Practitioners regarding the information set forth in its application.

- ✓ OSPI has consulted with other relevant stakeholders, including the State Board of Education and the Systems Performance Accountability Task Force.

H. WAIVERS:

Below is a list of requirements for which OSPI is seeking a waiver.

Washington State requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the state that receives a *School Improvement Grant* to use those funds in accordance with the final requirements for *School Improvement Grant* s and the district's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling a district to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- ✓ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

- ✓ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

- ✓ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school-wide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any district that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit a district to implement the waiver(s) only if the district receives a *School Improvement Grant* and requests to implement the waiver(s) in its application. As such, the district may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its *School Improvement Grant* application, the State provided all LEAs in the state that are eligible to receive a *School Improvement Grant* with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs (see Attachment 5). The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the

state customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice. (see Attachment 5).

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES district Identification Number for each district implementing a waiver, including which specific waivers each district is implementing.

Attachment 1:

List by LEA of
Tier I, Tier II, and Tier III Schools,
including the
Case-by-Case Analysis and Results

Attachment 1
List of Tier I, II, III Schools by District

Bellevue School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Stevenson Elem	530039000089			x		
Highland MS	530039000068			x		
Lake Hills Elem	530039000075			x		
Ardmore Elem	530039000058			x		
Robinswood Middle and High	530039000080	x				
Burlington-Edison School District NCES ID # 5300780						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Allen Elem	530078000154			x		
West View Elem.	530078000159	x				
Franklin Pierce School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
James Sales Elem	530294000477			x		
Harvard Elem	530294000476			x		
Perry Keithley MS	530294000481		x			
Grandview School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
McClure Elem	530315000501			x		
Grandview HS	530315000499			x		
Thompson Elem	530315000500			x		
Smith Elem	530315000497			x		
Grandview MS	530315000498		x			x
Granger School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Granger HS	530318000502			x		
Roosevelt Elem	530318002780			x		
Granger MS	530318000504	x				

Attachment 1
List of Tier I, II, III Schools by District

Highline School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Mount View Elem	530354000539			x		
White Ctr Heights Elem	530354000557			x		
Hazel Valley Elem	530354000529			x		
McMicken Heights Elem	530354000536			x		
Beverly Park Elem	530354000519			x		
Cedarhurst Elem	530354000523			x		
Sylvester MS	530354000554			x		
Bow Lake Elem	530354000521			x		
Midway Elem	530354000537			x		
Southern Heights Elem	530354000551			x		
Hilltop Elem	530354000532			x		
Madrona Elem	530354000533			x		
Parkside Elem	530354000544			x		
Seahurst Elem	530354000549			x		
Cascade MS	530354000522		x			x
Chinook MS	530354000524		x			x
Lake Quinault School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Lake Quinault Elem	530705001050			x		
Lake Quinault HS	530705001051	x				
Longview School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Kessler Elem	530447000702			x		
St. Helens Elem	530447000711			x		
Olympia Elem	530447000707			x		
Northlake Elem	530447002314			x		
Monticello MS	530447000705		x			
Marysville School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Cascade Elem	530486000733			x		
Shoultes Elem	530486000739			x		
Liberty Elem	530486000734			x		
Marshal Elem	530486001847			x		
Marysville Middle School	530486000736		X			
Quil Ceda Elem	530486002591			x		
Tulalip Elementary	530486000741	x				
Moses Lake School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Larson Heights Elem	530522000790			x		
Longview Elem	530522000791			x		

Attachment 1
List of Tier I, II, III Schools by District

North Elem	530522000793			x		
Columbia Basic Sec.	530522003160		x		x	
Mount Adams School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Mount Adams MS	530528001851	x				
White Swan HS	530528000798	x			x	
Harrah Elementary	530528000797	x				
Oakville School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Oakville HS	530600000909		x			
Oakville Elementary	530600001858	x				
Pasco School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
McLoughlin MS	530657000967			x		
Pasco Senior High	530657000969			x		
Mark Twain Elem	530657000966			x		
Ruth Livingston Elem	530657000971			x		
James McGee Elem	530657001860			x		
Whittier Elem	530657002621			x		
Maya Angelou Elem	530657002950			x		
Robert Frost Elem	530657000970	x				
Emerson Elementary	530657000964	x				
Longfellow Elem	530657000965	x				
Rowena Chess Elem	530657002785	x				
Ellen Ochoa MS	530657002936	x				
Stevens MS	530657000973		x			x
New Horizons High School	530657000968			x		x
Virgie Robinson Elem	530657002951	x				
Quincy School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Pioneer Elem	530708001054			x		
Monument Elem	530708002714			x		
George Elem	530708001052			x		x
Quincy High Tech High	530708003089			x		x
Quincy Junior High	530708001056		x			x
Seattle Public Schools						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Madrona	530771001216			x		
Emerson Elem	530771001163			x		
Van Asselt Elem	530771001255			x		
Leschi Elem	530771001201			x		
Thurgood Marshal Elem	530771002347			x		

Attachment 1
List of Tier I, II, III Schools by District

Concord Elem	530771001154			x		
Highland Park Elem	530771001183			x		
Gatzert Elem	530771001173			x		
Dunlap Elem	530771001161			x		
Olympic Hills Elem	530771001228			x		
Northgate Elem	530771001225			x		
Secondary Bilingual Orienta	530771001311			x		x
South Lake High School	530771001234			x		x
Roxhill Elem	530771001240			x		
Kimball Elem	530771001169			x		
Wing Luke Elem	530771001267			x		
Aki Kurose MS	530771001249			x		x
Dearborn Park Elem	530771001158			x		
Cleveland HS	530771001150		x			
West Seattle Elem	N/A	x				
Hawthorne Elem	530771002269	x				
Shelton School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Evergreen Elem	530790001293			x		
Bordeaux Elem	530790001292			x		
Oakland Bay Junior H	530790002353		x			
Spokane School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Holmes Elem	530825001381			x		
Stevens Elem	530825001412			x		
Willard Elem	530825001415			x		
Sheridan Elem	530825001409			x		
Audubon Elem	530825001363			x		
Arlington Elem	530825001362			x		
Linwood Elem	530825001392			x		
Shaw MS	530825001408			x		
Longfellow Elem	530825001395			x		
Garry MS	530825001411			x		
Rogers HS	530825001386		x		x	
Sunnyside School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Outlook Elem	530867001448			x		
Washington Elem	530867001452			x		
Harrison MS	530867001451			x		x
Chief Kamiakin Elem	530867001450			x		
Sierra Vista Elem	530867003037			x		x
Pioneer Elem	530867002544			x		
Sunnnyside HS	530867001449	x			x	
Tacoma School District						

Attachment 1
List of Tier I, II, III Schools by District

School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Blix Elem	530870001496			x		
Sheridan	530870001500			x		
Manitou Park	530870001481			x		
Lyon	530870001479			x		
Stanley	530870002174			x		
Gray	530870001471			x		
Lister	530870001477			x		
Fawcett	530870001464			x		
Reed	530870001494			x		
Edison	530870001462			x		
Whitman	530870001510			x		
Mann	530870001482			x		
McCarver	530870001484			x		
Boze	530870001456			x		
Lincoln HS	530870001477			x		x
Helen B Stafford Elem	530870003064			x		
Stewart MS	530870001504		x			
Hunt MS	530870001472		x			
Angelo Giaudrone MS	530870003155		x			
Jason Lee MS	530870001473		x			x
Toppenish School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Toppenish MS	530897001535			x		
Eagle HS	530897002378			x		x
Garfield Elem	530897001531			x		
Lincoln Elem	530897001532			x		
Toppenish HS	530897001534			x		
Kirkwood Elem	530897001812			x		
Valley View Elem	530897003027	x				
Tukwila School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Cascade View Elementary	530813002030			X		
Foster High School	530813001341		X			
Showalter Middle	530813001342			X		
Thorndyke Elementary	530813001343			X		
Vancouver School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Lincoln Elem	530927001575			x		
Hough Elem	530927001568			x		
Fir Grove Childrens Center	530927002408			x		x
Fruit Valley Elem	530927001561			x		
Harney Elem	530927001564			x		

Attachment 1
List of Tier I, II, III Schools by District

Peter S Ogden Elem	530927001580			x		
Minnehaha Elem	530927001578			x		
Walnut Grove Elem	530927001586			x		
Sarah J Anderson Elem	530927001583			x		
George C Marshall Elem	530927001563			x		
Washington Elem	530927001587			x		
Martin Luther King Elem	530927001576			x		
Harry S Truman Elem	530927001565			x		
Roosevelt Elem	530927000638			x		
Jason Lee MS	530927001570		x			
Discovery MS	530927002018		x			
Wahluke School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Wahluke HS	530936002070			x		
Saddle Mtn. Interm	530936002514			x		
Morris Schott MS	530936001890	x				x
Walla Walla School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Green Park Elem	530945001602			x		
Garrison MS	530945001601			x		
Sharpstein Elem	530945001608			x		
Blue Ridge Elem	530945001891	x				
Wapato SD						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Satus Elem	530948001616			x		
Pace Alternative HS	530948001611			x		x
Cams Elem	530948001614			x		
Wapato HS	530948001617			x		
Adams Elem	530948002611			x		
Wapato MS	530948001615		x			x
Wellpinit School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Wellpinit MS	530963003150			x		x
Wellpinit Elementary	530963003146	x				
Yakima School District						
School Name	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Davis HS	531011001689			x		
Garfield Elem	531011001692			x		
McKinley Elem	531011001700			x		
Franklin MS	531011001691			x		
Ridgeview Elem	531011001687			x		
Roosevelt Elem	531011001704			x		

Attachment 1
List of Tier I, II, III Schools by District

Hoover Elem	531011001694			x		
Gilbert Elem	531011001693			x		
McClure Elem	531011001699			x		
Eisenhower HS	531011001690			x		
Robertson Elem	531011001703			x		
Wilson MS	531011001710			x		
Martin Luther King Elem	531011001814			x		
Lewis and Clark MS	531011001698			x		x
Washington MS	531011001708	x				
Stanton Alternative	531011001713	x				
Barge Lincoln Elem	531011001686	x				
Adams Elementary	531011001685	x				

Attachment I Tier III Schools Only, by District

SCHOOL NAME	DISTRICT NCES ID	SCHOOL NCES ID #	TIER III
Miller Junior High (Aberdeen SD)	5300030	530003000009	X
Mcdermoth Elementary (Aberdeen SD)	5300030	530003000008	X
Robert Gray Elementary (Aberdeen SD)	5300030	530003000010	X
Stevens Elementary (Aberdeen SD)	5300030	530003000011	X
Anacortes Middle (Anacortes SD)	5300150	530015000015	X
Eagle Creek Elementary (Arlington SD)	5300240	530024002248	X
Washington Elementary (Auburn SD)	5300300	530030000042	X
Dick Scobee Elementary (Auburn SD)	5300300	530030000037	X
Chinook Elementary (Auburn SD)	5300300	530030000034	X
Evergreen Heights Elementary (Auburn SD)	5300300	530030000035	X
Yacolt Primary (Battle Ground SD)	5300380	530038000056	X
Maple Grove Primary (Battle Ground SD)	5300380	530038002279	X
Birchwood Elementary (Bellingham SD)	5300420	530042000100	X
Alderwood Elementary (Bellingham SD)	5300420	530042000098	X
Spanaway Elementary (Bethel SD)	5300480	530048000127	X
Roy Elementary (Bethel SD)	5300480	530048000126	X
Chester H Thompson Elementary (Bethel SD)	5300480	530048000121	X
Evergreen Elementary (Bethel SD)	5300480	530048001748	X
Shining Mountain Elementary (Bethel SD)	5300480	530048001750	X
Camas Prairie Elementary (Bethel SD)	5300480	530048002202	X
Centennial Elementary (Bethel SD)	5300480	530048002250	X
North Star Elementary (Bethel SD)	5300480	530048002747	X
Bremerton High (Bremerton SD)	5300660	530066000139	X
Armin Jahr Elementary (Bremerton SD)	5300660	530066000135	X
Mountain View Middle (Bremerton SD)	5300660	530066001144	X
Brewster Elementary (Brewster SD)	5300690	530069000148	X
Brewster Junior High (Brewster SD)	5300690	530069002284	X
Bridgeport Elementary (Bridgeport SD)	5300720	530072000150	X
Bridgeport High (Bridgeport SD)	5300720	530072000151	X
Bridgeport Middle (Bridgeport SD)	5300720	530072001271	X
Neah Bay Junior/ Senior High (Cape Flattery SD)	5300840	530084000165	X
Osborn Elementary (Cascade SD)	5300950	530095001934	X
Vale Elementary (Cashmere SD)	5300960	530096000170	X
Castle Rock Elementary (Castle Rock SD)	5300990	530099000171	X
Fairview Junior High (Central Kitsap SD)	5301080	530108000183	X
Esquire Hills Elementary (Central Kitsap SD)	5301080	530108000182	X
Woodlands Elementary (Central Kitsap SD)	5301080	530108001752	X
McDonald Elementary (Central Valley SD)	5301080	530111000197	X
Cheney Middle (Cheney SD)	5301230	530123000224	X
Sunset Elementary (Cheney SD)	5301230	530123000227	X
Chimacum Elementary (Chimacum SD)	5301290	530129000232	X
Highland Elementary (Clarkston SD)	5301320	530132000236	X
Tillicum Elementary (Clover Park SD)	5301410	530141000158	X

Attachment I Tier III Schools Only, by District

Lakeview Elementary (Clover Park SD)	5301410	530141000262	X
Southgate Elementary (Clover Park SD)	5301410	530141000268	X
Tyee Park Elementary (Clover Park SD)	5301410	530141000270	X
Woodbrook Middle (Clover Park SD)	5301410	530141000272	X
Oakwood Elementary (Clover Park SD)	5301410	530141000266	X
Lochburn Middle (Clover Park SD)	5301410	530141000263	X
Davis Elementary (College Place SD)	5301470	530147000275	X
Meadow Brook Intermediate (College Place SD)	5301470	530147002491	X
Columbia Middle (Columbia (Walla Walla) SD)	5301590	530159000280	X
Columbia Elementary (Columbia (Walla Walla) SD)	5301590	530159000279	X
Colville Junior High (Colville SD)	5301630	530163000283	X
Fort Colville Elementary (Colville SD)	5301630	530163001898	X
Concrete Elementary (Concrete SD)	5301660	530166000285	X
Cusick Jr Sr High (Cusick SD)	5301920	530192000297	X
Arcadia Elementary (Deer Park SD)	5302070	530207000306	X
Trent Elementary (East Valley SD (Spokane))	5302280	530228000315	X
East Valley Elementary (East Valley SD (Yakima))			X
Grant Elementary (Eastmont SD)	5302310	530231000319	X
Sterling Intermediate (Eastmont SD)	5302310	530231001762	X
Clovis Point (Eastmont SD)	5302310	530231002948	X
Cedar Valley Community (Edmonds SD)	5302400	530240000333	X
Spruce Elementary (Edmonds SD)	5302400	530240000362	X
Mt. Stuart Elementary (Ellensburg SD)	5302460	530246000368	X
Elma Elementary (Elma SD)	5302490	530249000371	X
Parkway (Ephrata SD)	5302610	530261002559	X
Columbia Ridge Elementary (Ephrata SD)	5302610	530261000384	X
Ephrata Middle (Ephrata SD)	5302610	530261000387	X
Garfield Elementary (Everett SD)	5302670	530267000398	X
Lowell Elementary (Everett SD)	5302670	530267000403	X
Hawthorne Elementary (Everett SD)	5302670	530267000400	X
Emerson Elementary (Everett SD)	5302670	530267000394	X
Orchards Elementary (Evergreen SD (Clark))	5302700	530270000423	X
Ellsworth Elementary (Evergreen SD (Clark))	5302700	530270000417	X
Sifton Elementary (Evergreen SD (Clark))	5302700	530270000425	X
Crestline Elementary (Evergreen SD (Clark))	5302700	530270000416	X
Silver Star Elementary (Evergreen SD (Clark))	5302700	530270000426	X
Sunset Elementary (Evergreen SD (Clark))	5302700	530270000427	X
Image Elementary (Evergreen SD (Clark))	5302700	530270000420	X
Burnt Bridge Creek Elementary Sch (Evergreen SD (Clark))	5302700	530270002211	X
York Elementary (Evergreen SD (Clark))	5302700	530270003159	X
Custer Elem (Ferndale SD)	5302850	530285000459	X
Eagleridge Elementary (Ferndale SD)	5302850	530285002495	X
Endeavour Intermediate (Fife SD)	5302880	530288000466	X
Hedden Elementary (Fife SD)	5302880	530288002875	X
Finley Middle (Finley SD)	5302910	530291002100	X
Goldendale High (Goldendale SD)	5303090	530309000490	X
Goldendale Middle (Goldendale SD)	5303090	530309000491	X

Attachment I Tier III Schools Only, by District

Grand Coulee Dam Middle (Grand Coulee Dam SD)	5303130	530313000495	X
Center Elementary (Grand Coulee Dam SD)	5303130		X
Lake Roosevelt High School (Grand Coulee Dam SD)	5303130	530313000496	X
Granite Falls Middle (Granite Falls SD)	5303210	530321001770	X
Monte Cristo Elementary (Granite Falls SD)	5303210	530321002482	X
Tieton Intermediate (Highland SD)	5303510	530351000517	X
Hockinson Heights Intermediate (Hockinson SD)	5303570	530357000560	X
Hood Canal Elem & Junior High (Hood Canal SD)	5303600	530360000561	X
Inchelium Middle (Inchelium SD)	5300002	530000202870	X
Huntington Middle (Kelso SD)	5300003	530000300592	X
Coweeman Middle (Kelso SD)	5300003	530000300591	X
Barnes Elementary (Kelso SD)	5300003	530000300587	X
Eastgate Elementary (Kennewick SD)	5303930	530393000599	X
Westgate Elementary (Kennewick SD)	5303930	530393000611	X
Edison Elementary (Kennewick SD)	5303930	530393000600	X
Park Middle (Kennewick SD)	5303930	530393000607	X
Amistad Elementary (Kennewick SD)	5303930	530393000701	X
East Hill Elementary (Kent SD)	5303960	530396000614	X
Scenic Hill Elementary (Kent SD)	5303960	530396000631	X
Park Orchard Elementary (Kent SD)	5303960	530396000629	X
Pine Tree Elementary (Kent SD)	5303960	530396000630	X
Cedar Valley Elementary (Kent SD)	5303960	530396000612	X
Springbrook Elementary (Kent SD)	5303960	530396000635	X
Jenkins Creek Elementary (Kent SD)	5303960	530396002113	X
Neely O Brien Elementary (Kent SD)	5303960	530396002309	X
George T. Daniel Elementary (Kent SD)	5303960	530396000690	X
Meadow Ridge Elementary (Kent SD)	5303960	530396001603	X
Kent Elementary (Kent SD)	5303960	530396000619	X
Millennium Elementary (Kent SD)	5303960	530396002799	X
Kettle Falls Middle (Kettle Falls SD)	5303990	530399001904	X
Kiona-Benton City Primary (Kiona-Benton City SD)	5304020	530402000641	X
Kittitas Elementary (Kittitas SD)	5304050	530405000642	X
La Center Elementary (La Center SD)	5304170	530417000650	X
La Conner Elementary (LaConner SD)	5304170	530411000645	X
Chelan Middle (Lake Chelan SD)	5301200	530120000218	X
Morgen Owings Elementary (Lake Chelan SD)	5301200	530120000220	X
Hillcrest Elementary (Lake Stevens SD)	5304200	530420000651	X
Skyline Elementary (Lake Stevens SD)	5304200	530420000527	X
Redmond Elementary (Lake Washington SD)	5304230	530423000678	X
Muir Elementary (Lake Washington SD)	5304230	530423000668	X
Einstein Elementary (Lake Washington SD)	5304230	530423002648	X
English Crossing Elementary (Lakewood SD)	5304260	530426002478	X
Lyle Middle (Lyle SD)	5304590	530459002931	X
Lynden Middle (Lynden SD)	5304620	530462000721	X
Artz Fox Elementary (Mabton SD)	5304650	530465000723	X
Manson Elementary (Manson SD)	5304740	530474000727	X
Manson Junior Senior High (Manson SD)	5304740	530474000728	X

Attachment I Tier III Schools Only, by District

Mary Walker High (Mary Walker SD)	5304830	530483000730	X
Springdale Middle (Mary Walker SD)	5304830	530483000732	X
Evergreen Elementary (Mead SD)	5304920	530492000745	X
Shiloh Hills Elementary (Mead SD)	5304920	530492001789	X
Frank Wagner Elementary (Monroe SD)	5303130	530513000773	X
Park Place Middle (Monroe SD)	5303130	530513003040	X
Simpson Avenue Elementary (Montesano SD)	5305160	530516000781	X
Morton Elementary (Morton SD)	5305190	530519000783	X
Mossyrock Elementary (Mossyrock SD)	5305250	530525000795	X
Mount Baker Junior High (Mount Baker SD)	5305310	530531002608	X
Kendall Elementary (Mount Baker SD)	5305310	530531002776	X
Lincoln Elementary (Mount Vernon SD)	5305400	530540000811	X
Washington Elementary (Mount Vernon SD)	5305400	530540000814	X
Madison Elementary (Mount Vernon SD)	5305400	530540000812	X
Jefferson Elementary (Mount Vernon SD)	5305400	530540000809	X
La Venture Middle (Mount Vernon SD)	5305400	530540000810	X
Little Mountain Elementary (Mount Vernon SD)	5305400	530540002584	X
Centennial Elementary (Mount Vernon SD)	5305400	530540002262	X
Mount Baker Middle (Mount Vernon SD)	5305400	530540002585	X
Fairmount Elementary (Mukilteo SD)	5305430	530543000816	X
Olivia Park Elementary (Mukilteo SD)	5305430	530543000819	X
Challenger Elementary (Mukilteo SD)	5305430	530543002128	X
Discovery Elementary (Mukilteo SD)	5305430	530543002218	X
Horizon Elementary (Mukilteo SD)	5305430	530543002320	X
Naches Valley Middle (Naches Valley SD)	5305460	530546000824	X
Sadie Halstead Middle (Newport SD)	5305610	530561001911	X
Lakeside Middle (Nine Mile Falls SD)	5305640	530564002680	X
North Beach Junior High (North Beach SD)	5305700	530570002039	X
North Beach Senior High School (North Beach SD)	5305700	530570000842	X
Robert L Olds Junior High (North Franklin SD)	5305730	530573000850	X
Connell Elem (North Franklin SD)	5305730	530573000847	X
Basin City Elem (North Franklin SD)	5305730	530573000846	X
Poulsbo Elementary (North Kitsap SD)	5305760	530576000854	X
David Wolfle Elementary (North Kitsap SD)	5305760	530576000856	X
Suquamish Elementary (North Kitsap SD)	5305760	530576000855	X
Kingston Middle (North Kitsap SD)	5305760	530576002324	X
Belfair Elementary (North Mason SD)	5305790	530579000857	X
Sand Hill Elementary (North Mason SD)	5305790	530579002220	X
Lydia Hawk Elementary (North Thurston PS)	5305850	530585000866	X
Pleasant Glade Elementary (North Thurston PS)	5305850	530585002129	X
Woodmoor Elementary (Northshore SD)	5305910	530591002330	X
Crescent Harbor Elem (Oak Harbor SD)	5305940	530594000900	X
Olympic View Elem (Oak Harbor SD)	5305940	530594000905	X
Ocean Park Elementary (Ocean Beach SD)	5306060	530606003050	X
Ocosta Elementary (Ocosta SD)	5306090	530609000913	X
Okanogan Middle (Okanogan SD)	5306150	530615003144	X
Okanogan High (Okanogan SD)	5306150	530615000920	X

Attachment I Tier III Schools Only, by District

Leland P Brown Elementary (Olympia SD)	5306180	530618000927	X
Julia Butler Hansen Elementary (Olympia SD)	5306180	530618001736	X
E Omak Elementary (Omak SD)	5606220	530622000938	X
Onalaska Elementary (Onalaska SD)	5306240	530624000941	X
Orondo Elementary and Middle (Orondo SD)	5306390	530639000949	X
Oroville Elementary (Oroville SD)	5306420	530642000950	X
Lutacaga Elementary (Othello SD)	5306480	530648000955	X
Hiawatha Elementary (Othello SD)	5306480	530648000954	X
Othello High (Othello SD)	5306480	530648000957	X
McFarland Middle (Othello SD)	5306480	530648000956	X
Vaughn Elementary (Peninsula SD)	5306690	530669000988	X
Key Peninsula Middle (Peninsula SD)	5306690	530669001863	X
Minter Creek Elementary (Peninsula SD)	5306690	530669002007	X
Pioneer Intermediate/Middle (Pioneer SD)	5306750	530675000992	X
Pioneer Primary (Pioneer SD)	5306750	530675002457	X
Stevens Middle (Port Angeles SD)	5306820	530682001004	X
Prescott Elementary (Prescott SD)	5306870	530687001009	X
Whitstran Elementary (Prosser SD)	5306900	530690001015	X
Housel Middle (Prosser SD)	5306900	530690001013	X
Prosser Heights Elementary (Prosser SD)	5306900	530690001011	X
Waller Road Elementary (Puyallup SD)	5306960	530696001042	X
Firgrove Elementary (Puyallup SD)	5306960	530696001025	X
Wildwood Elementary (Puyallup SD)	5306960	530696001043	X
Pope Elementary (Puyallup SD)	5306960	530696001866	X
Warren Hunt Elem (Puyallup SD)	5306960	530696002341	X
Forks Middle (Quillayute Valley SD)	5307020	530702001046	X
Forks Elementary (Quillayute Valley SD)	5307020	530702001048	X
Reardan Elementary (Reardan-Edwall SD)	5307210	530721001062	X
Highlands Elementary (Renton SD)	5307230	530723001072	X
Lakeridge Elementary (Renton SD)	5307230	530723001076	X
Campbell Hill Elementary (Renton SD)	5307230	530723001066	X
Dimmitt Middle (Renton SD)	5307230	530723002564	X
Cascade Elementary (Renton SD)	5307230	530723001067	X
Renton Park Elementary (Renton SD)	5307230	530723001081	X
Benson Hill Elementary (Renton SD)	5307230	530723001064	X
Sierra Heights Elementary (Renton SD)	5307230	530723001084	X
Talbot Hill Elementary (Renton SD)	5307230	530723001085	X
Sacajawea Elementary (Richland SD)	5307320	530732001101	X
South Ridge Elementary (Ridgefield SD)	5307350	530735001106	X
Union Ridge Elementary (Ridgefield SD)	5307350	530735001107	X
Riverside Elementary (Riverside SD)	5307440	530744001115	X
Grand Mound Elementary (Rochester SD)	530747	530747001116	X
Red Rock Elementary (Royal SD)	5307620	530762001122	X
Royal High (Royal SD)	5307620	530762001123	X
Royal Middle (Royal SD)	5307620	530762001124	X
Central Elementary (Sedro-Woolley SD)	5307740	530774000141	X
Mary Purcell Elementary (Sedro-Woolley SD)	5307740	530774001277	X

Attachment I Tier III Schools Only, by District

Cascade Middle (Sedro-Woolley SD)	5307740	530774001273	X
Evergreen Elementary (Sedro-Woolley SD)	5307740	530774001275	X
John Campbell Elementary (Selah SD)	5307770	530777001281	X
Robert S Lince Elementary (Selah SD)	5307770	530777001283	X
Greywolf Elementary (Sequim SD)	5307830	530783002427	X
Ridgecrest Elementary (Shoreline SD)	5307920	530792001314	X
Emerson Elementary (Snohomish SD)	5308020	530802001324	X
Cascade View Elementary (Snohomish SD)	5308020	530802002354	X
Soap Lake Elementary (Soap Lake SD)	5308070	530807001334	X
Soap Lake Middle & High (Soap Lake SD)	5308070	530807001335	X
Chauncey Davis Elementary (South Bend SD)	5308100	530810001336	X
Orchard Heights Elementary (South Kitsap SD)	5308160	530816001353	X
Burley Glenwood Elementary (South Kitsap SD)	5308160	530816001345	X
Sidney Glen Elementary (South Kitsap SD)	5308160	530816002360	X
South Whidbey Elementary (South Whidbey SD)	5308190	530819001359	X
Sumner Middle (Sumner SD)	5308610	530861001447	X
Liberty Ridge Elementary (Sumner SD)	5308610	530861000552	X
Toledo Elementary (Toledo SD)	5308910	530891001526	X
Tonasket High (Tonasket SD)	5308940	530894001530	X
Tonasket Elementary (Tonasket SD)	5308940	530894001529	X
Peter G Schmidt Elementary (Tumwater SD)	5309100	530910001543	X
East Olympia Elementary (Tumwater SD)	5309100	530910002379	X
Union Gap (Union Gap SD)	5309150	530915002382	X
Warden Elementary (Warden SD)	5309510	530951001618	X
Warden High (Warden SD)	5309510	530951001619	X
Warden Middle (Warden SD)	5309510	530951001620	X
Hathaway Elementary (Washougal SD)	5309540	530954001622	X
Jemtegaard Middle (Washougal SD)	5309540	530954001892	X
Waterville High (Waterville SD)	5309600	530960001628	X
Abraham Lincoln Elementary (Wenatchee SD)	5309660	530966001632	X
Pioneer Middle (Wenatchee SD)	5309660	530966001635	X
Orchard Middle (Wenatchee SD)	5309660	530966001634	X
John Newbery Elementary (Wenatchee SD)	5309660	530966000091	X
Foothills Middle (Wenatchee SD)	5309660	530966001006	X
Centennial Middle (West Valley SD (Spokane))	5309690	530969001645	X
White Pass Elementary (White Pass SD)	5309750	530975001658	X
Hulan L Whitson Elem (White Salmon Valley SD)	5309810	530981001665	X
Winlock Miller Elementary (Winlock SD)	5309930	530993001677	X
Mill Pond Elementary (Yelm SD)	5310140	531014001204	X
Hilton Elementary (Zillah SD)	5310170	531017001718	X
Zillah Intermediate (Zillah SD)	5310170	531017001896	X
Zillah Middle (Zillah SD)	5310170	531017002502	X

Attachment 1a: Case-by-case analysis

When the list of the lowest five percent of schools was generated for Tiers I and II based on achievement in the "all students" category in reading and mathematics, or for high schools with a graduation rate of less than 60%, OSPI conducted a questionnaire for uniquely defined schools to determine, on a case-by-case basis, whether these schools met the intent of the School Improvement Grant requirements. School and district personnel provided information to assist OSPI in determining:

- The mission of the school;
- The percentage of overage and under-credited students; and
- The degree of promise that the intervention models would significantly improve student achievement.

Any analysis that resulted in the exclusion of schools is included below. Seven schools were considered in this set. Of the seven, two schools were analyzed from the Tier I consideration set and five schools were analyzed from the Tier II consideration set. The analysis resulted in four schools being removed from the Tier II consideration set, pending approval from the US Department of Education. Table 1 depicts the schools in which the questionnaire was administered and the result. Attachment 1b provides the questions asked, responses, and rationale for including or removing the schools from either Tier I or Tier II.

Table 1: Questionnaire that was administered to all case-by-case schools and result:

District	School	School NCES ID Number	Tier I	Tier II	Type	Removed: Yes or No
Bellevue School District	**Robinswood Middle and High School**	530039000080	√		Achievement	No
Mary Walker School District	**Parent Partner Program**	530483002771		√	Achievement	Yes
Moses Lake School District	**Columbia Basin Secondary School**	530522003160		√	Graduation	No
Sedro Woolley School District	**State Street High School**	530774002148		√	Achievement	Yes
Spokane School District	**Havermale High School**	530825001387		√	Achievement	Yes
West Valley School District (Spokane)	**Contract Based Education (CBE) Alternative Program**	530769002244		√	Graduation	Yes
Yakima School District	**Stanton Alternative High School**	531011001713	√		Achievement	No

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	Bellevue	Mary Walker	Moses Lake
Name of School	**Robinswood Middle & High**	**Parent Program**	**Columbia Basin Secondary**
Name of Respondent	Dr. Amalia Cuderio, Supt. Phyllis Rodrick, Dean of Stud.	Supt. Kevin Jacka	Supt. Michelle Price
Date of Contact	1/22/2010	1/25/2010	1/27/2010
Interviewer	Mary Schrouder	Mary Schrouder	Mary Schrouder
Question #1: Your school is designed to serve what grade levels? What is the profile of students in your school?	Grades 6-12; Students not successful in middle or high school, credit recovery, disciplinary issues.	Grades 9-12; Home Link program	Grades 6-12; Alternative school students
Question #2: What is the size of your staff?	32 certificated, 28 classified	.5 Certificated 2-5 Classified	14 certificated, 9 classified
Question #3: Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school)? Is there a principal?	Yes, superintendent and principal	Yes, superintendent and yes, principal of district high school.	Yes, superintendent and principal
Question #4: Your typical students enroll at what grade level? Or what age level?	7-8 then all grades in HS equally.	Home school population, identified re ALE and RCW to receive funding.	Sixth grade
Question #5: What is the	More than 70% enrolled	More than 50%	More than 70% enrolled

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	Bellevue	Mary Walker	Moses Lake
average length of time a student remains in your school?	more than 2 school years	enrolled more than two years	more than 2 years
Question #6: How would you characterize the instructional delivery model at your school? a) Groups of students meeting in classroom setting b) Contract format with students meeting weekly with a teacher c) Students work independently with prepared curriculum packets d) Online courses	a.	b. and c.	a.
Question #7: Is your school designed with the goal of a high school diploma for your students?	Yes	Yes, either a traditional diploma or fulfill a partnership diploma.	Yes
Question #8: What is the mission of your school?	Provide an education for access into a 4-yr college. Robinswood MSHS provides a first class education for the individual student. Featuring a program based on district curriculum with small class size. A Robinswood education is designed to develop the students academically and personally. Our staff is deeply committed to bldg relationships which nuture our students' self confidence in developing independent skills to become critical	To provide outreach to the Home School student and satisfy the State requirement.	Take the students who normally are not successful in school and support their success.

School District	Bellevue	Mary Walker	Moses Lake
	thinkers with the skills to fulfill their goals to pursue further education and enter the world of work.		
Question #9: Do you believe one of the 4 Fed Intervention Models would be beneficial for your school?	N/A		Yes. We replaced the principal this year and replaced more than 1/2 of staff.
Additional Notes:			

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	Bellevue	Mary Walker	Moses Lake
Rationale for including or removing from Tiers I or II	Robinswood Middle and High Schools will remain on the Tier I list. None of the information from this case-by-case analysis aligned with the criteria in the final SIG requirements for possibly removing.	Mary Walker's Parent Partner Program was removed from the list based on this analysis and consistent with the SIG final requirements. This is a Home School program intended to reach out to Home Schooled students. A .5 FTE certificated teacher is dedicated to this program. The mission of the school is not aligned to the intent of the SIG requirements.	Columbia Basin Secondary School will remain on the Tier I list. None of the information from this case-by-case analyswarranted a removal based on the SIG final requirements criteria in A-17.

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	Quillayute Valley	Sedro Woolley	Spokane
Name of School	**Forks High School**	**State Street High School**	**Havermale High School**
Name of Respondent	Supt. Diana Reaume	Supt. Mark Venn and Principal Doug Walker	Karen Short, Assoc. Superintendent Nancy Stowell, Superintendent
Date of Contact	1/29/2010	1/25, 1/27, 2/2/2010	1/28/2010
Interviewer	Tonya Middling	Mary Schrouder	Mary Schrouder
Question #1: Your school is designed to serve what grade levels? What is the profile of students in your school?	Grades 9-12; N/A	Grades 9-14 Core: 20% @ 69 FTE, Contract: 27.68% @ 98.2 FTE, Job Corps, 40% @ 141.66 FTE, Hm Sch: 9.2% at 32.65 FTE & Running Start: 13 stud. @ 3.66%. Some home sch, some living on own, some struggling in basic ed.	Grades 9-12 Students that fail comprehensive HS, some matriculate from middle school, some work through ALE on contract. The school is specifically designed to recruit students that have dropped out. Almost 100% of the students are overage and undercredited.
Question #2: What is the size of your staff?	N/A	7 certificated, 7-8 classified 6-8 job corps, 2 co-principals	30 classified, 10-15 non-cl.
Question #3: Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school)? Is there a principal?	Yes, superintendent and principal	Yes, supt and two co-principals.	Yes, superintendent and principal
Question #4: Your typical students enroll at what grade level? Or what age level?	Ninth grade	Eleventh grade	9-10 majority, but all 9-12
Question #5: What is the	More than one year, but	Job Corps - less than 9 mos.	Most enroll less than 9 mos.

School District	Quillayute Valley	Sedro Woolley	Spokane
average length of time a student remains in your school?	less than two years.	All others - 1-2 yrs.	
Question #6: How would you characterize the instructional delivery model at your school? a) Groups of students meeting in classroom setting b) Contract format with students meeting weekly with a teacher c) Students work independently with prepared curriculum packets d) Online courses	a. and d.	Majority a. Some b, c, d.	a., b., and d.
Question #7: Is your school designed with the goal of a high school diploma for your students?	Yes	Yes.	Yes
Question #8: What is the mission of your school?	N/A	Reflects mission of school district; develop kwg and skills for future learning and success. **Question 8a:** Do you reengage students when they drop out? Answer: Yes. All of our programs' major function. **Question 8b:** What percent of your students are over-age and are under-credited? 100% (post-high school or deficient in credit) **Question 8c:** Is your school specifically designed to serve	Take kids where they are and prepare them for post-secondary

School District	Quillayute Valley	Sedro Woolley	Spokane
		over-age and under-credited students? Answer: Yes **Question 8d:** Is your school staff specifically designed to serve O-A and U-C students? A: Yes.	
Question #9: Do you believe one of the 4 Fed Intervention Models would be beneficial for your school?	N/A	No. We would not volunteer for the program. We have just undergone significant reorganization.	Will not change our dynamics. The four models do not fit the students served
Additional Notes:	Forks High School added an online academy in 2008, doubling its graduation cohort. The graduation data has not been reflected in the state's data management system due to transition difficulties in the system. Therefore, Forks High School has been removed from the list based on lack of accurate data available at this time. OSPI is working with Quillayute Valley School District to ensure this is addressed immediately.	Supt. Mark Venn definitely does not see State Street High School as using one of the four Federal Intervention Models at this time as a beneficial step for the school. They have recently replaced principal and majority of staff, are currently involved in an accreditation and are anticipating the results.	

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	Quillayute Valley	Sedro Woolley	Spokane
Rationale for including or removing from Tiers I or II	Forks High School was removed from the list after OSPI found an error in their reported graduation rate data which indicates they shouldn't have been identified as a tiered school in the first place. OSPI is working with the School District to expedite and reconcile this inaccuracy.	State Street High School was removed from the list as a result of the length of enrollment of students less than 9 months and the fact that it has 2 programs that make up the school: Job Corps and Home Schooled students. This is not consistent with the intent of the SIG requirements.	Havermale High School will remain on the Tier I list. None of the information from this case-by-case analyswarranted a removal based on the SIG final requirements criteria in A-17.

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	West Valley 363	Yakima
Name of School	**West Valley Contract Based Education**	**Stanton Alternative High School**
Name of Respondent	Supt. Dr. Polly Crowley	Mary Masten, Asst. Sec. Ed Dir.
Date of Contact	1/25, 1/27, 2/10/2010	1/19/2010
Interviewer	Mary Schrouder	Mary Schrouder
Question #1: Your school is designed to serve what grade levels? What is the profile of students in your school?	Grades 9-12	Grades 9-12; Under-achieving academically, multi-risk factors, difficult home life, low-income, low test scores
Question #2: What is the size of your staff?	19 Certificated, Principal, Dean of Students, 12 Classified	17 tchrs, 3 sec., counslr, guidce specialist, prncpl, 5-10 para.
Question #3: Is this school under the direct supervision of your superintendent or under another agency (e.g., institutional school)? Is there a principal?	Yes, superintendent and principal	Yes, superintendent and principal
Question #4: Your typical students enroll at what grade level? Or what age level?	Ninth grade	Ninth grade
Question #5: What is the	More than 50%	More than 75%

School District	West Valley 363	Yakima
average length of time a student remains in your school?	enrolled more than two years	enrolled more than two years
Question #6: How would you characterize the instructional delivery model at your school? a) Groups of students meeting in classroom setting b) Contract format with students meeting weekly with a teacher c) Students work independently with prepared curriculum packets d) Online courses	a.	a. (70%)
Question #7: Is your school designed with the goal of a high school diploma for your students?	Yes	Yes.
Question #8: What is the mission of your school?	Helping students successfully attain a HS diploma, build relationships for student support, be work-ready and college-ready and develop citizenship. **Question 8a:** Do you reengage students when they drop out? Answer: We try and are successful with some of the students. **Question 8b:** What percent of your students are over-age and under-credited? Answer: 20% **Question 8c:** Is your school specifically designed to serve over-age and under-credited students? Answer: Certainly,	Working with students to achieve a high school diploma.

School District	West Valley 363	Yakima
	but this is not the only purpose. We attempt to get students through a 4-year program and provide extra time and extra help to make it.	
Question #9: Do you believe one of the 4 Fed Intervention Models would be beneficial for your school?	Yes, the Transformational model would be beneficial.	
Additional Notes:	There are community colleges in the Spokane area through which we attempt to connect our students. WVCBE is an old name that is not aligned with our current work; we need to rename the school.	Yakima SD has additional alternative school: School of the Arts; 5 staff, counselor, principal, and 2 secretaries. Demographics of students similar to Stanton. Purpose and mission similar.

Attachment 1b. Case by Case Analysis Questionnaire, Responses and Rationale

School District	West Valley 363	Yakima
Rationale for including or removing from Tiers I or II	CBE was removed from the list as a result of the percent of students that attend this school outside the district.	Stanton Alternative will remain on the Tier I list. None of the information from this case-by-case analyswarranted a removal based on the SIG final requirements criteria in A-17.

Attachment 2:

OSPI Definition of Persistently Lowest-Achieving Schools

Attachment 2: Key Terms as Determined by the State

Definition of Persistently Lowest-Achieving Schools
Washington State's Definition of "*Persistently Lowest-Achieving Schools"* means:

(a) Any Title I school in improvement, corrective action or restructuring that:
  (i) Is among the lowest-achieving five percent in the "all students" group in reading and mathematics combined for the past three consecutive years; or
  (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data; or, for newly eligible schools,

(b) Is a Title I elementary school that:
  (i) Has not made adequate yearly progress (AYP) for at least the past two consecutive years; and
  (ii) Is no higher achieving than the highest-achieving school identified in (a)(i) of this section.

and

(c) Any secondary school that is eligible for, but does not receive, Title I funds that:
  (i) Is among the lowest-achieving five percent of secondary schools in the "all students" group in reading and mathematics combined for the past three consecutive years; or
  (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data; or, for newly eligible Tier II schools,

(d) Is a Title I eligible secondary school that:
  (i) Has not made adequate yearly progress (AYP) for at least the past two consecutive years;
  (ii) Is no higher achieving than the highest-achieving school identified in (c)(i) of this section; and
  (iii) Is in Step 5 of Improvement with a decreasing performance trend.

Definition of Lack of Progress: For purposes of defining *"persistently lowest-achieving schools"* OSPI has defined "*lack of progress"* as the school's percent increase or decrease (slope of linear regression) over the most recent three-year period compared to the state slope.

***Title I eligibility*:** Based on SY2009-10 student data, a school is considered Title I eligible if:

- Poverty percentage is 35 percent or more, or
- The school's poverty percentage is greater than or equal to the district's poverty average.

Appropriate Accuracy for Tiered Determinations: OSPI has requested permission to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed who were enrolled in the school for a full academic year as that term is defined in Washington's Accountability Workbook is less than 30. The rigor attached to AYP calculations includes utilization of both a standard error of proportion (SEP) and a minimum N requirement consistent with research-based practices required by the Department of Education. For determining persistently low achieving schools, a minimum N of 30 provides this validity. With a sample of 30, the standard error of proportion at 50% proficiency is 15.02% at 95-percent confidence. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum "N" assures the appropriate accuracy needed for valid and reliable determinations.

Attachment 3:

Methodology Used to Determine Tier I, Tier II and Tier III Schools

Methodology Background- School Improvement Grants Tiers I, II, and III

References:

- "SIG-G" Guidance on School Improvement Grants under section 1003(g) of the ESEA of 1965. Document "guidance20100120.doc" from US Dept. of Education December 18, 2009 and updated January 20, 2010. http://www2.ed.gov/programs/sif/guidance20100120.doc
- "Requirements": Interim final requirements for School Improvement Grants http://www2.ed.gov/legislation/FedRegister/finrule/2010-1/012110a.pdf

Definition of Persistently Lowest-Achieving Schools

Final requirements under section 1003(g) of the Elementary and Secondary Education Act (ESEA) specify that SIGs will be available to a state's lowest 5% of persistently lowest-achieving Title I schools identified for improvement, corrective action, or restructuring. On January 21, 2010, the ED released interim requirements that allowed states to expand the list of schools that may be added to Tiers I, II or Tier III. These schools are referred to as "Newly Eligible." The definition below reflects the criteria and methodology used to define schools in the respective tiers.

Washington State's definition of *"Persistently Lowest-Achieving Schools"* means:

Tier I

(a) Any Title I school in improvement, corrective action or restructuring that:
  (i) Is among the lowest-achieving five percent in the "all students" group in reading and mathematics combined for the past three consecutive years; or
  (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data; or, for newly eligible schools,

(b) Is a Title I elementary school that:
  (i) Has not made adequate yearly progress (AYP) for at least the past two consecutive years; and
  (ii) Is no higher-achieving than the highest-achieving school identified in (a)(i) of this section.

Tier II

(a) Any secondary school that is eligible for, but does not receive, Title I funds that:
  (i) Is among the lowest-achieving five percent of secondary schools in the "all students" group in reading and mathematics combined for the past three consecutive years; or
  (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data; or, for newly eligible Tier II schools,

(b) Is a Title I eligible secondary school that:
  (i) Has not made adequate yearly progress (AYP) for at least the past two consecutive years;
  (ii) Is no higher achieving than the highest-achieving school identified in (a)(i) of this section; and
  (iii) Is in Step 5 of improvement with a decreasing performance trend.

Tier III includes all other Title I schools in improvement, corrective action, or restructuring that are not among the persistently lowest-achieving schools in Tier I or Tier II. In February, OSPI submitted a waiver to ED to exclude schools from the pool of ~~"p~~persistently lowest-achieving schools" for Tier I and Tier II, any school in which the total number of students in the ~~"a~~ll students" group in the grades assessed who were enrolled in the school for a full academic year is less than 30. As required in the waiver, OSPI has added these removed schools to Tier III.

Tier III also includes schools in the consideration set for Tier II newly eligible, but that were not included in Tier II because they were not in improvement step 5 and their improvement trend was less than the state (i.e. they are lower performing than the highest achieving school included in Tier II but either they are in improvement steps 1-4 or, if they are in step 5 their improvement trend was above the state).

Definition of Lack of Progress: For purposes of defining *"persistently lowest-achieving schools"* OSPI has defined ~~"l~~*lack of progress"* as the school's percent increase or decrease (slope of linear regression) over the most recent three-year period compared to the state slope.

***Title I eligibility*:** Based on SY2009-10 student data, a school is considered Title I eligible if:

- Poverty percentage is 35 percent or more, or
- The school's poverty percentage is greater than or equal to the district's poverty average.

Appropriate Accuracy for Tiered Determinations: OSPI has requested permission to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the ~~"a~~ll students" group in the grades assessed who were enrolled in the school for a full academic year as that term is defined in Washington's Accountability Workbook is less than 30. The rigor attached to AYP calculations includes utilization of both a standard error of proportion (SEP) and a minimum N requirement consistent with research-based practices required by the Department of Education. For determining persistently low achieving schools, a minimum N of 30 provides this validity. With a sample of 30, the standard error of proportion at 50% proficiency is 15.02% at 95-percent confidence. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum ~~"~~N assures the appropriate accuracy needed for valid and reliable determinations.

SIG-G Definitions for Washington (SIG-G Step 1)

- ~~"~~Secondary School": any school serving students in grades 7-12 (see WAC 392-348-235- references 6-year secondary school serving grades 7-12.)
- ~~"~~Number of Years": 2007, 2008, and 2009: We selected the most recent three years of data for both student achievement and graduation rates in determining ~~"~~persistently low achieving".
- Steps 1 – 5 of Improvement: identical to ~~"~~schools in improvement, corrective action, or restructuring."
- Data Sources:
    - Demographic Data: From OSPI ~~"~~Data Files" section of the WA State OSPI Report Card http://reportcard.ospi.k12.wa.us/DataDownload.aspx
    - AYP, NCLB Improvement Status, and Historical Title I Status Data: From OSPI ~~"~~Data Files" section of the WA State OSPI Report Card http://reportcard.ospi.k12.wa.us/DataDownload.aspx
    - SY2009-10 Title I Eligibility and Title I Status: OSPI Title I Office
    - Student Assessment Data: For past years this is the Washington Assessment of Student Learning (WASL) data for 2006, 2007, 2008, and 2009 testing years: OSPI Student Information Group
    - Student graduation rate Data for 2006, 2007, 2008, and 2009 graduates: OSPI Student Information Group

SIG-G Step 2: Determine the number of schools that make up 5% of schools in each tier

Table 1:
Tiers I & II: of the 2,065 schools in WA that have student achievement results or Graduation rates

Step 1: There are 2,065 schools in Washington State for which Adequate Yearly Progress is calculated	
Tier I	**Tier II**
Step 2: Of the 2,065 schools, there are a total of 919 Title I schools (removed 1146 schools who are not Title I).	Step 2: Of the 2,065 schools, 1,016 serve one or more students in grades 7 through 10 (removed 1049 schools who serve no students in grade 7 through High School)
Step 3: Of the 919 Title I schools, 464 schools are in improvement, corrective action, or restructuring (removed 455 schools who are not in improvement, corrective action, or restructuring)	Step 3: Of the 1,016 schools, 498 are Title I eligible (removed 518 schools not eligible for Title I)
Step 4: Given this data set, 5% of 464 is **23** schools	Step 4: Of the 498, 253 of these schools do not receive Title I funds (removed 245 who receive Title I)
	Step 5: Given this data set, 5% of 253 is **12** schools
Case-by-Case Analysis	
Step 5: Of the 23 schools, 3 schools were analyzed on a case-by-case basis and remained on the Tier I list, thus there was no change to the 5%.	Step 6: Of the 12 schools, 4 were removed based on the case-by-case analysis, which results in 8 schools. The next lowest 4 ranking schools were added to bring Tier 2 to 12 schools.
Graduation Rates: High Schools added to either Tier I or Tier II due to a weighted average graduation rate of less than 60% over the past three years. Note: Extended graduation rates were not included in this data set.	
Step 1: Of the 464 Title I schools in improvement, corrective action or restructuring, 20 are high schools.	Step 1: Of the 253 schools that are Title I eligible, but not receiving funds, 70 are high schools.
Step 2: Of the 20 high schools, 4 have a graduation rate of less than 60%. 2 of the 4 high schools were identified in the lowest 5% above due to achievement. Therefore, only **2** high schools were added to Tier I exclusively for graduation rates less than 60%.	Step 2: Of the 70 high schools, 7 have a graduation rate of less than 60%. 3 of the 7 high schools were identified in the lowest 5% above due to achievement. Therefore, 4 high schools were added to Tier II exclusively for graduation rates less than 60%. Two schools were excluded on the case-by-case analysis, leaving 2 schools that were added to Tier II.
Total Tier I Schools: 25 Schools	**Total Tier II Schools: 14**

SIG-G Steps 3-9:

- "Continuously enrolled students". SIG-G A-3 (pg. 2) specifies that we must follow requirements for proficiency as specified in section 1111(b)(3) of ESEA. This includes the requirement to only use "Continuously Enrolled" students (students as of Oct. 1 of that year).

- As with AYP calculations and as guided by 1111(b)(3) of ESEA (as specified in the Washington Federal Accountability Workbook, approved August 18, 2009), we are using a minimum N of 30 students for considering WASL achievement or graduation rates[1]. The summation of the number-of-students-tested is cumulative by content-area.

  e.g..: A K-5 Elementary school will have WASL data for grades 3, 4, and 5. If School-A tests 8, 9, and 7 students in grades 3, 4, and 5 reading respectively, they would have a total tested of 24 students. If School-B tests 12, 18, and 13 students in grades 3, 4, and 5 reading they have a total of 43 students.

- "Persistently": In order to have a valid way to look at "persistently" low achieving schools, the school had to have 3 years of data in both Reading and Mathematics (2007, 2008, and 2009 data). Similarly for graduation rates, a school had to have 3 years of data.

- Progress and Lack of Progress: (see also: SIG-G page 7, question A-16 "Example 1"- Lack of Specific Progress). Using statewide results for the last 3 years, calculate the state's progress defined as the slope of the linear regression of reading and math combined proficiency. This will need to be calculated each year with the most recent three years of data. For the 2007, 2008, and 2009, the state's progress is equal to -0.003115 (-0.3).

- Stack ranking within years and content areas: Each building in the consideration set was rank ordered from highest to lowest achieving in each content area by year within the consideration set for each tier. (*i.e*. There are 6 ranks, 3 for Reading [2007, 2008, and 2009)]and 3 for Mathematics [2007, 2008, and 2009]).

  Based on these 6 data points, we employ the "Adding Ranks Method" (SIG-G page 6, question A-15 "Example 2"). Since the added ranks depend on the number of schools in each tier, the value associated with the sum of these six ranks will be 6 to (Number in Tier x 6). *e.g.* If the Tier has 75 schools, the possible values of the sum of the ranks will be 6 to 450. For each of the 6 rankings, we also identify the bottom 5% within each.

[1] Specifically-- 1111(b)(3)(xiii) of ESEA requires states to: "enable results to be disaggregated within each State, local educational agency, and school except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;"

- FINAL Rank Ordering:
  Final ranking is performed with a three-level (hierarchical) sort utilizing the following variables as the sort criteria:

Criteria	Sort Order
Schools in bottom 5% in at least once in both reading and mathematics	A…Z (~~"Y~~es" prioritizes a school as ~~"p~~ersistently low achieving")
Total added ranks	Smallest to Largest (large number prioritizes a school as ~~"p~~ersistently low achieving")
Progress relative to the state	Largest to Smallest (smallest prioritizes a school based on lack of progress)

- Starting from the bottom of the list we count up the number of schools outlined in Step 2 above.

- Graduation Rate: As defined in SIG-G page 1—after the bottom 5% are selected, then any secondary schools with three year weighted graduation rate less than 60% is added to the list. Weighting for the weighted average is based on number of students in the on-time graduation cohort.

Expansion of Newly Eligible Schools
OSPI applied the option of expanding the list of eligible schools as authorized under the Consolidated Appropriations Act, 2010 for Tiers I and Tier II only. A ~~"n~~ewly eligible school" is a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act. Refer to OSPI's definition of Persistently Lowest-Achieving Schools to see how these newly eligible schools are captured.

In assessing the newly eligible schools, OSPI looked at the absolute combined reading and mathematics proficiency percentages based on the last three years of data and found the highest achieving school in Tier I had a combined proficiency percentile of 36.52%. Of the Title I eligible elementary schools (not identified in Tier I above), one missed Adequate Yearly Progress (AYP) for two consecutive years AND was no higher achieving than the highest-achieving school identified in Tier I. This newly eligible school was added to Tier I changing the total number of Tier I schools from twenty-five to twenty-six.

For Tier II, the highest-achieving school in Tier II had a combined reading and mathematics proficiency percentage (based on the last three years of data) of 44.36%. Of the Title I eligible secondary schools, either receiving or not receiving Title I funds, seven schools missed AYP for the two most recent consecutive years and were no higher achieving than the highest-achieving school in Tier II based on the combined reading and mathematics proficiency. Table 2 below depicts the data set for the expansion of the newly eligible schools.

Table 2 Newly Eligible Schools

Tier I Newly Eligible	Tier II Newly Eligible
There are 2,065 schools in Washington State for which Adequate Yearly Progress is calculated	
Step 1: 764 are not elementary schools. Of the 1301 remaining, 466 are not Title I eligible.	Step 1: 843 are not Title I eligible. Of the 1222 remaining, 723 are not Secondary. Thus, 499 schools are Title I eligible secondary schools
Step 2: Of 835 remaining, 815 performed higher than the highest-achieving school in Tier I.	Step 2: Of the 499, 438 perform higher than the highest-achieving school in Tier II.
Step 3: Of the 20 remaining, 19 are on the Tier I list and the **1 remaining** missed AYP in two consecutive years and was no higher achieving than the highest-achieving school in Tier I. Therefore, this school was added to Tier I.	Step 2: Of 61 remaining schools 27 were identified in Tiers I or II above. Of the 34 remaining, 5 did not miss AYP two consecutive years.
FINAL Total of Tier I Schools: 26	Step 3: Of 29 remaining schools, 7 were in Step 5 of Improvement AND had a decreasing performance trend. Therefore, **7** schools were added to Tier II.
	FINAL Total of Tier II Schools: 21

Table 4 on the following page provides an example of how the methodology was applied as described above:

Table 3 Tier III Schools

Tier III
Of the 2,065 schools in WA, Tier I consideration set is 450 schools. 25 schools are identified as Tier I due to achievement or graduation rate. Seven schools that are Title I secondary schools receiving Title I funds were added to Tier II newly eligible, leaving 418 that were added to the Tier III list.
2 schools from the Tier II Newly eligible consideration set (these two schools did not meet the criteria to be added to Tier I or Tier II) were added to Tier III.
13 schools are also added to Tier III because they were removed from the Tier I consideration set due to having less than 30 students tested per content area in any of the 3 years. This was required in the guidance for the N<30 waiver.
Final total of Tier III Schools: 433 Schools

Table 4: Example
For Tier I, the consideration set is 450 schools. Therefore the rankings for each year/content area are from 1…450. The bottom 5% (highlighted in RED is 23 schools).

School	2007 Reading	2008 Reading	2009 Reading	2007 Math	2008 Math	2009 Math	Added Ranks	Progress
1	403	386	418	**436**	**437**	428	2508	No: -1.0
2	405	413	403	417	**433**	**437**	2508	No: -2.8
3	416	**445**	**441**	420	421	425	2568	No: -0.5
4	**444**	**448**	419	**449**	**449**	**449**	2658	No: -4.5

Applying the FINAL Rank Ordering described above:

- Schools in bottom 5% in at least once in both reading and mathematics
  - School 4 is bottom 5% in BOTH reading and math and ranks to the bottom of the list

- Total added ranks: After applying the ~~"b~~bottom 5% in both" criteria, then we go to added ranks. Larger numbers go to the bottom of the list—so School 3 ranks below schools 1 & 2

- Progress relative to the state: Since schools 1 and 2 tie on added ranks (both at 2508) then progress is the third criteria applied.

  - Both Schools 1 and 2 are NOT making progress relative to the state, but the trend of improvement in school 2 is a -2.8 (i.e. school's combined reading and math proficiency rate is declining by 2.8 points per year) and therefore, school 2 ranks below school 1.

Achievement: Most recent three years

Data Source: OSPI Student Information

For each year calculate the percent proficient in Reading and Mathematics.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
School Code	RMet09 Gr03	RTot09 Gr03	MMet09 Gr03	MTot09 Gr03	RMet09 Gr04	RTot09 Gr04	MMet09 Gr04	MTot09 Gr04	RMet09 Gr05	RTot09 Gr05	MMet09 Gr05	MTot09 Gr05	RMet09 Gr06	RTot09 Gr06	MMet09 Gr06	MTot09 Gr06	RMet09 Gr07	RTot09 Gr07	MMet09 Gr07	MTot09 Gr07	RMet09 Gr08	RTot09 Gr08	MMet09 Gr08	MTot09 Gr08	RMet09 Gr10	RTot09 Gr10	MMet09 Gr10	MTot09 Gr10
1	21	68	10	68	42	102	8	102	38	87	24	87																
2									28	28	27	28	27	28	26	28	26	26	26	26	25	29	27	29	1	1	0	1
3													165	241	103	241	139	234	123	233								
4													5	9	4	9	4	8	4	8	4	5	4	5				

$$ReadingProficiency = \frac{NumberOfStudentsMeetingReadingStandard}{TotalNumberOfStudentsTestedInReading}$$

NOTE: This is calculated ONLY when the Number of students is > 29.

Using the above data:

$$NumberOfStudentsMeetingReadingStandard = B + F + J + N + R + V + Z$$

$$TotalNumberOfStudentsTestedInReading = C + G + K + O + S + U + AA$$

Notes:

- Proficiency percentages are calculated only when the Number of students (per subject area) is > 29.
- In this example—4th line: the total tested in Reading is 22 and the total tested in Math is 22—therefore neither proficiency rate is calculated.
- This example represents the results of one year. This is repeated for each of the three most-recent years.

AD	AE	AF	AG	AH	AI	AJ
RMet09	RTot09	MMet09	MTot09	RMetPcnt09	MMetPcnt09	R-M-MetPcnt09
101	257	42	257	39.3%	16.3%	27.8%
107	112	106	112	95.5%	94.6%	95.1%
304	475	226	474	64.0%	47.7%	55.8%
13	22	12	22			

Weighted Average Graduation Rate- Most recent three years:

Data Source: OSPI Student Information for year by year on-time graduation rates and the number of students in the on-time graduation cohort

This is a simple weighted average where the weighting is based on the number of students:

$$ThreeYearGradRate = \frac{((Num09\ x\ GradRate09) + (Num08\ x\ GradRate08) + (Num07x\ GradRate08))}{(Num09 + Num08 + Num07)}$$

Where

- *Num09*, *Num08*, and *Num07* are the number of students in the on-time graduation cohort for the years 2009, 2008, and 2007 respectively
- *GradRate09, GradRate08,* and *GradRate07* are the percentage of students graduating on-time for the years 2009, 2008, and 2007 respectively

School Improvement List of Tier I, II and III Schools

Tier I Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
3744	ESD121	Bellevue SD	Robinswood Middle and High School	A	6/12	189	48.2	Yes	Yes	No	1	23.9%	35.4%	0.10%	Bottom 5%	Yes	Tier-1: Achievement
2946	ESD189	Burlington-Edison SD	West View Elementary	P	K-8	438	77.9	Yes	Yes	No	4		32.5%	0.09%	Bottom 5%	Yes	Tier-1: Achievement
2531	ESD105	Granger SD	Granger Middle School	P	5/8	448	93.3	Yes	Yes	No	5		32.3%	0.09%	Bottom 5%	Yes	Tier-1: Achievement
2973	ESD113	Lake Quinault SD	Lake Quinault High School	P	7/12	128	75.0	Yes	Yes	No	2		30.9%	-2.02%	Bottom 5%	No: -2.0%	Tier-1: Achievement
3354	ESD189	Marysville SD	Tulalip Elementary	P	K-5	217	84.3	Yes	Yes	No	4		25.0%	2.58%	Bottom 5%	Yes	Tier-1: Achievement
2506	ESD105	Mount Adams SD	Harrah Elementary School	P	PK-6	577	82.5	Yes	Yes	No	3		27.1%	-0.79%	Bottom 5%	No: -0.8%	Tier-1: Achievement
2389	ESD105	Mount Adams SD	Mount Adams Middle School	P	7/8	145	76.6	Yes	Yes	No	5		32.3%	1.92%	Bottom 5%	Yes	Tier-1: Achievement
2922	ESD113	Oakville SD	Oakville Elementary	P	K-6	142	71.1	Yes	Yes	No	2		32.4%	2.02%	Bottom 5%	Yes	Tier-1: Achievement
4564	ESD123	Pasco SD	Ellen Ochoa Middle School	P	6/8	857	94.3	Yes	Yes	No	5		30.4%	1.20%	Bottom 5%	Yes	Tier-1: Achievement
2967	ESD123	Pasco SD	Emerson Elementary	P	1/5	541	91.1	Yes	Yes	No	4		31.8%	-3.65%	Bottom 5%	No: -3.7%	Tier-1: Achievement
2790	ESD123	Pasco SD	Longfellow Elementary	P	1/5	542	96.7	Yes	Yes	No	5		25.8%	2.30%	Bottom 5%	Yes	Tier-1: Achievement
3515	ESD123	Pasco SD	Robert Frost Elementary	P	1/5	545	88.6	Yes	Yes	No	5		32.0%	-2.71%	Bottom 5%	No: -2.7%	Tier-1: Achievement
4555	ESD123	Pasco SD	Rowena Chess Elementary	P	1/5	561	95.9	Yes	Yes	No	4		23.2%	0.32%	Bottom 5%	Yes	Tier-1: Achievement
5020	ESD123	Pasco SD	Virgie Robinson Elementary	P	K-5	736	93.3	Yes	Yes	No	3		22.7%	-0.11%	Bottom 5%	Yes	Tier-1: Achievement
4248	ESD121	Seattle PS	Hawthorne Elementary School	P	PK-5	245	77.6	Yes	Yes	No	4		34.1%	-9.10%	Bottom 5%	No: -9.1%	Tier-1: Achievement
2645	ESD121	Seattle PS	West Seattle Elementary School	P	PK-5	313	81.5	Yes	Yes	No	2		35.0%	-1.10%	Bottom 5%	No: -1.1%	Tier-1: Achievement
4588	ESD105	Toppenish SD	Valley View Elementary	P	K-5	409	100.0	Yes	Yes	No	4		35.5%	-2.16%	Bottom 5%	No: -2.2%	Tier-1: Achievement
4193	ESD123	Walla Walla SD	Blue Ridge Elementary	P	PK-5	305	97.4	Yes	Yes	No	1		36.5%	-7.84%	Bottom 5%	No: -7.8%	Tier-1: Achievement
2549	ESD101	Wellpinit SD	Wellpinit Elementary School	P	K-5	175	76.0	Yes	Yes	No	1		35.9%	-7.56%	Bottom 5%	No: -7.6%	Tier-1: Achievement
2592	ESD105	Yakima SD	Adams Elementary School	P	PK-5	699	95.1	Yes	Yes	No	5		32.7%	0.34%	Bottom 5%	Yes	Tier-1: Achievement
3138	ESD105	Yakima SD	Barge-Lincoln Elementary School	P	K-5	598	96.0	Yes	Yes	No	5		32.0%	-0.24%	Bottom 5%	Yes	Tier-1: Achievement
4093	ESD105	Yakima SD	Stanton Alternative School	A	9/12	543	56.0	Yes	Yes	No	5	11.7%	18.0%	2.62%	Bottom 5%	Yes	Tier-1: Achievement
2314	ESD105	Yakima SD	Washington Middle School	P	6/8	722	94.6	Yes	Yes	No	5		34.9%	-0.69%	Bottom 5%	No: -0.7%	Tier-1: Achievement
2532	ESD105	Mount Adams SD	White Swan High School	P	9/12	251	67.7	Yes	Yes	No	5	43.7%	41.0%	1.14%	Grad Rate	Yes	Tier-1: Grad Rate
2959	ESD105	Sunnyside SD	Sunnyside High School	P	9/12	1535	80.0	Yes	Yes	No	5	48.6%	48.1%	1.70%	Grad Rate	Yes	Tier-1: Grad Rate
4222	ESD105	Wahluke SD	Morris Schott Middle School	P	5/6	308	78.6	Yes	Yes	No	5		34.9%	2.97%	Newly Elig.	Yes	Tier-1: Newly Eligible

School Improvement List of Tier I, II and III Schools

Tier II Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
3401	ESD121	Franklin Pierce SD	Perry G Keithley Middle School	P	6/8	832	69.7	Yes	No	No	4		42.6%	-0.46%	Bottom 5%	No: -0.5%	Tier-2: Achievement
2831	ESD112	Longview SD	Monticello Middle School	P	6/8	568	65.5	Yes	No	No	2		42.7%	-4.79%	Bottom 5%	No: -4.8%	Tier-2: Achievement
2813	ESD189	Marysville SD	Totem Middle School	P	6/8	641	44.9	Yes	No	No	2		43.8%	-2.76%	Bottom 5%	No: -2.8%	Tier-2: Achievement
2283	ESD113	Oakville SD	Oakville High School	P	7/12	125	74.6	Yes	No	No	4		32.7%	-3.72%	Bottom 5%	No: -3.7%	Tier-2: Achievement
2392	ESD121	Seattle PS	Cleveland High School	P	9/12	658	72.2	Yes	No	No	5	54.5%	39.5%	1.00%	Bottom 5%	Yes	Tier-2: Achievement
4363	ESD113	Shelton SD	Oakland Bay Junior High School	P	8/9	695	49.9	Yes	No	No	2		42.4%	5.24%	Bottom 5%	Yes	Tier-2: Achievement
4575	ESD121	Tacoma SD	Angelo Giaudrone Middle School	P	6/8	640	65.6	Yes	No	No	4		42.1%	-3.01%	Bottom 5%	No: -3.0%	Tier-2: Achievement
3243	ESD121	Tacoma SD	Hunt Middle School	P	6/8	410	61.0	Yes	No	No	3		39.9%	-1.20%	Bottom 5%	No: -1.2%	Tier-2: Achievement
2359	ESD121	Tacoma SD	Stewart	P	6/8	551	66.8	Yes	No	No	5		41.7%	-0.81%	Bottom 5%	No: -0.8%	Tier-2: Achievement
2848	ESD121	Tukwila SD	Foster Senior High School	P	9/12	819	61.8	Yes	No	No	3	78.5%	42.7%	-4.96%	Bottom 5%	No: -5.0%	Tier-2: Achievement
4503	ESD112	Vancouver SD	Discovery Middle School	P	6/8	700	66.7	Yes	No	No	4		41.6%	0.60%	Bottom 5%	Yes	Tier-2: Achievement
3543	ESD112	Vancouver SD	Jason Lee Middle School	P	6/8	808	59.5	Yes	No	No	5		44.4%	1.56%	Bottom 5%	Yes	Tier-2: Achievement
4580	ESD171	Moses Lake SD	Columbia Basin Secondary School	A	6/12	195	71.8	Yes	No	No	5	19.9%	43.2%	1.40%	Grad Rate	Yes	Tier-2: Grad Rate
2479	ESD101	Spokane SD	Rogers High School	P	9/12	1584	69.6	Yes	No	No	2	51.2%	49.8%	0.92%	Grad Rate	Yes	Tier-2: Grad Rate
3071	ESD105	Grandview SD	Grandview Middle School	P	6/8	751	79.1	Yes	Yes	No	5		35.2%	-1.83%	Newly Elig.	No: -1.8%	Tier-2: Newly Eligible
3163	ESD121	Highline SD	Cascade Middle School	P	7/8	521	77.5	Yes	Yes	No	5		42.1%	-0.38%	Newly Elig.	No: -0.4%	Tier-2: Newly Eligible
3098	ESD121	Highline SD	Chinook Middle School	P	7/8	500	75.0	Yes	Yes	No	5		36.3%	-1.90%	Newly Elig.	No: -1.9%	Tier-2: Newly Eligible
3324	ESD123	Pasco SD	Stevens Middle School	P	6/8	847	89.9	Yes	Yes	No	5		34.5%	-1.10%	Newly Elig.	No: -1.1%	Tier-2: Newly Eligible
2510	ESD171	Quincy SD	Quincy Junior High	P	7/8	343	75.8	Yes	Yes	No	5		42.1%	-3.14%	Newly Elig.	No: -3.1%	Tier-2: Newly Eligible
2338	ESD121	Tacoma SD	Jason Lee Middle School	P	6/8	474	78.7	Yes	Yes	No	5		42.0%	-1.26%	Newly Elig.	No: -1.3%	Tier-2: Newly Eligible
2131	ESD105	Wapato SD	Wapato Middle School	P	6/8	757	88.0	Yes	Yes	No	5		36.5%	-2.72%	Newly Elig.	No: -2.7%	Tier-2: Newly Eligible

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
2449	ESD113	Aberdeen SD	Mcdermoth Elementary	P	K-6	411	52.8	Yes	Yes	No	1		57.7%	1.39%	T3-157	Yes	Tier-3
2305	ESD113	Aberdeen SD	Miller Junior High	P	7/8	518	58.3	Yes	Yes	No	2		51.1%	0.48%	T3-284	Yes	Tier-3
2763	ESD113	Aberdeen SD	Robert Gray Elementary	P	PK-6	303	73.9	Yes	Yes	No	1		47.7%	-2.39%	T3-328	No: -2.4%	Tier-3
2971	ESD113	Aberdeen SD	Stevens Elementary School	P	PK-6	432	81.7	Yes	Yes	No	1		62.6%	-1.60%	T3-77	No: -1.6%	Tier-3
2707	ESD189	Anacortes SD	Anacortes Middle School	P	7/8	426	31.7	Yes	Yes	No	1		65.8%	-0.95%	T3-52	No: -0.9%	Tier-3
4327	ESD189	Arlington SD	Eagle Creek Elementary	P	K-5	525	37.3	Yes	Yes	No	1		69.1%	-1.76%	T3-20	No: -1.8%	Tier-3
3439	ESD121	Auburn SD	Chinook Elementary School	P	PK-5	412	63.4	Yes	Yes	No	2		47.1%	2.36%	T3-335	Yes	Tier-3
2932	ESD121	Auburn SD	Dick Scobee Elementary School	P	PK-5	413	62.2	Yes	Yes	No	1		55.9%	-1.84%	T3-193	No: -1.8%	Tier-3
3745	ESD121	Auburn SD	Evergreen Heights Elementary	P	PK-5	409	60.6	Yes	Yes	No	1		63.5%	-1.84%	T3-71	No: -1.8%	Tier-3
2326	ESD121	Auburn SD	Washington Elementary School	P	PK-5	472	60.4	Yes	Yes	No	1		55.8%	-1.59%	T3-191	No: -1.6%	Tier-3
4144	ESD112	Battle Ground SD	Maple Grove Primary	P	K-4	642	49.1	Yes	Yes	No	2		62.6%	-0.61%	T3-87	No: -0.6%	Tier-3
2910	ESD112	Battle Ground SD	Yacolt Primary	P	K-4	868	41.1	Yes	Yes	No	1		68.0%	-0.41%	T3-37	No: -0.4%	Tier-3
3633	ESD121	Bellevue SD	Ardmore Elementary School	P	K-5	290	44.8	Yes	Yes	No	1		62.7%	-4.57%	T3-83	No: -4.6%	Tier-3
3166	ESD121	Bellevue SD	Highland Middle School	P	6/8	474	38.4	Yes	Yes	No	2		59.5%	1.31%	T3-132	Yes	Tier-3
3225	ESD121	Bellevue SD	Lake Hills Elementary	P	K-5	538	61.3	Yes	Yes	No	1		58.5%	-1.05%	T3-137	No: -1.0%	Tier-3
3100	ESD121	Bellevue SD	Stevenson Elementary	P	K-5	430	46.5	Yes	Yes	No	1		79.9%	2.08%	T3-2	Yes	Tier-3
3200	ESD189	Bellingham SD	Alderwood Elementary School	P	PK-5	343	78.7	Yes	Yes	No	1		60.2%	-5.27%	T3-114	No: -5.3%	Tier-3
2431	ESD189	Bellingham SD	Birchwood Elementary School	P	PK-5	322	73.9	Yes	Yes	No	1		61.1%	-1.72%	T3-97	No: -1.7%	Tier-3
4296	ESD121	Bethel SD	Camas Prairie Elementary	P	K-6	469	52.9	Yes	Yes	No	1		58.2%	2.27%	T3-146	Yes	Tier-3
4331	ESD121	Bethel SD	Centennial Elementary	P	K-6	541	46.8	Yes	Yes	No	1		54.8%	2.81%	T3-214	Yes	Tier-3
3649	ESD121	Bethel SD	Chester H Thompson Elementary	P	K-6	533	63.0	Yes	Yes	No	2		48.6%	-3.21%	T3-313	No: -3.2%	Tier-3
4099	ESD121	Bethel SD	Evergreen Elementary	P	K-6	443	56.2	Yes	Yes	No	2		52.2%	1.54%	T3-259	Yes	Tier-3
4538	ESD121	Bethel SD	North Star Elementary	P	K-6	502	44.4	Yes	Yes	No	1		69.4%	4.64%	T3-38	Yes	Tier-3
2543	ESD121	Bethel SD	Roy Elementary	P	K-6	244	51.6	Yes	Yes	No	1		52.7%	-3.69%	T3-247	No: -3.7%	Tier-3
4103	ESD121	Bethel SD	Shining Mountain Elementary	P	K-6	496	50.0	Yes	Yes	No	2		56.2%	-1.42%	T3-182	No: -1.4%	Tier-3
2399	ESD121	Bethel SD	Spanaway Elementary	P	K-6	345	62.9	Yes	Yes	No	1		61.8%	0.68%	T3-93	Yes	Tier-3
3641	ESD114	Bremerton SD	Armin Jahr Elementary	P	K-5	448	67.6	Yes	Yes	No	1		62.1%	3.10%	T3-100	Yes	Tier-3
3109	ESD114	Bremerton SD	Bremerton High School	P	9/12	1398	42.6	Yes	Yes	No	2	72.6%	57.8%	-4.31%	T3-161	No: -4.3%	Tier-3
4441	ESD114	Bremerton SD	Mountain View Middle School	P	6/8	1036	55.8	Yes	Yes	No	3		50.6%	2.29%	T3-297	Yes	Tier-3
3293	ESD171	Brewster SD	Brewster Elementary School	P	PK-6	491	82.7	Yes	Yes	No	3		48.7%	-1.10%	T3-314	No: -1.1%	Tier-3
4223	ESD171	Brewster SD	Brewster Junior High School	P	7/8	119	74.8	Yes	Yes	No	4		40.3%	-5.86%	T3-386	No: -5.9%	Tier-3
2562	ESD171	Bridgeport SD	Bridgeport Elementary	P	PK-5	384	84.6	Yes	Yes	No	2		45.2%	-1.42%	T3-362	No: -1.4%	Tier-3
2788	ESD171	Bridgeport SD	Bridgeport High School	P	9/12	182	91.8	Yes	Yes	No	1		56.4%	-0.95%	T3-185	No: -0.9%	Tier-3
4213	ESD171	Bridgeport SD	Bridgeport Middle School	P	6/8	183	93.4	Yes	Yes	No	4		40.3%	1.62%	T3-400	Yes	Tier-3
3603	ESD189	Burlington-Edison SD	Allen Elementary	P	K-8	467	64.9	Yes	Yes	No	2		45.9%	-3.36%	T3-356	No: -3.4%	Tier-3
3145	ESD114	Cape Flattery SD	Neah Bay Junior/ Senior High School	P	6/12	168	68.5	Yes	Yes	No	3		44.8%	-1.32%	T3-353	No: -1.3%	Tier-3
2827	ESD171	Cascade SD	Osborn Elementary	P	3/5	288	49.0	Yes	Yes	Yes	1		75.1%	1.90%	T3-7	Yes	Tier-3
2787	ESD171	Cashmere SD	Vale Elementary School	P	PK-4	539	54.9	Yes	Yes	No	1		72.1%	-3.29%	T3-12	No: -3.3%	Tier-3
2762	ESD112	Castle Rock SD	Castle Rock Elementary	P	PK-6	689	46.3	Yes	Yes	No	2		54.5%	0.44%	T3-216	Yes	Tier-3
4015	ESD114	Central Kitsap SD	Esquire Hills Elementary	P	PK-6	461	39.1	Yes	Yes	Yes	1		67.2%	4.30%	T3-44	Yes	Tier-3
3791	ESD114	Central Kitsap SD	Fairview Junior High School	P	7/9	556	36.2	Yes	Yes	No	1		54.9%	-1.61%	T3-217	No: -1.6%	Tier-3
4135	ESD114	Central Kitsap SD	Woodlands Elementary	P	K-6	466	50.9	Yes	Yes	No	2		58.5%	-1.96%	T3-145	No: -2.0%	Tier-3
3127	ESD101	Central Valley SD	McDonald Elementary School	P	PK-5	357	49.0	Yes	Yes	No	1		68.5%	0.69%	T3-30	Yes	Tier-3
2447	ESD101	Cheney SD	Cheney Middle School	P	6/8	975	43.7	Yes	Yes	No	2		63.0%	-1.14%	T3-72	No: -1.1%	Tier-3
2814	ESD101	Cheney SD	Sunset Elementary	P	PK-5	416	70.7	Yes	Yes	No	1		56.9%	-0.28%	T3-178	Yes	Tier-3
2697	ESD114	Chimacum SD	Chimacum Elementary School	P	3/5	231	41.6	Yes	Yes	No	1		61.7%	-3.54%	T3-95	No: -3.5%	Tier-3
3266	ESD123	Clarkston SD	Highland Elementary	P	K-6	319	74.6	Yes	Yes	No	1		51.6%	1.70%	T3-272	Yes	Tier-3
2652	ESD121	Clover Park SD	Lakeview Elementary	P	PK-5	466	92.1	Yes	Yes	No	1		49.3%	1.81%	T3-305	Yes	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
3602	ESD121	Clover Park SD	Lochburn Middle School	P	6/8	579	77.7	Yes	Yes	No	4		38.7%	0.93%	T3-412	Yes	Tier-3
3501	ESD121	Clover Park SD	Oakwood Elementary School	P	PK-5	304	96.4	Yes	Yes	No	1		41.7%	-2.88%	T3-388	No: -2.9%	Tier-3
3118	ESD121	Clover Park SD	Southgate Elementary School	P	PK-5	446	89.0	Yes	Yes	No	5		46.4%	1.56%	T3-339	Yes	Tier-3
2651	ESD121	Clover Park SD	Tillicum Elementary School	P	PK-5	304	89.1	Yes	Yes	No	1		48.9%	-1.10%	T3-309	No: -1.1%	Tier-3
3249	ESD121	Clover Park SD	Tyee Park Elementary School	P	PK-5	358	88.8	Yes	Yes	No	3		36.7%	1.65%	T3-417	Yes	Tier-3
3500	ESD121	Clover Park SD	Woodbrook Middle School	P	6/8	571	65.5	Yes	Yes	No	4		45.3%	-1.12%	T3-346	No: -1.1%	Tier-3
2114	ESD123	College Place SD	Davis Elementary	P	PK-3	341	62.2	Yes	Yes	No	2		55.9%	1.97%	T3-197	Yes	Tier-3
4488	ESD123	College Place SD	Meadow Brook Intermediate School	P	4/6	246	60.6	Yes	Yes	No	1		52.0%	-4.21%	T3-253	No: -4.2%	Tier-3
3613	ESD123	Columbia (Walla Walla) SD	Columbia Elementary	P	K-5	327	54.1	Yes	Yes	No	1		61.2%	-4.46%	T3-101	No: -4.5%	Tier-3
3012	ESD123	Columbia (Walla Walla) SD	Columbia Middle School	P	6/8	230	50.9	Yes	Yes	No	1		52.0%	-1.59%	T3-266	No: -1.6%	Tier-3
3831	ESD101	Colville SD	Colville Junior High School	P	7/8	312	46.5	Yes	Yes	No	1		63.0%	-1.98%	T3-75	No: -2.0%	Tier-3
4180	ESD101	Colville SD	Fort Colville Elementary	P	4/6	436	57.3	Yes	Yes	No	2		69.9%	3.96%	T3-22	Yes	Tier-3
2577	ESD189	Concrete SD	Concrete Elementary	P	K-8	448	63.8	Yes	Yes	No	1		59.3%	-0.01%	T3-118	Yes	Tier-3
2423	ESD101	Cusick SD	Cusick Jr Sr High School	P	7/12	142	55.6	Yes	Yes	No	1		56.6%	2.60%	T3-172	Yes	Tier-3
2173	ESD101	Deer Park SD	Arcadia Elementary	P	3/5	408	56.4	Yes	Yes	No	1		67.4%	-0.99%	T3-42	No: -1.0%	Tier-3
2653	ESD101	East Valley SD (Spokane)	Trent Elementary	P	PK-5	529	80.2	Yes	Yes	No	1		59.8%	-4.33%	T3-123	No: -4.3%	Tier-3
4487	ESD105	East Valley SD (Yakima)	East Valley Elementary	P	K-5	466	56.0	Yes	Yes	No	3		53.2%	-1.18%	T3-231	No: -1.2%	Tier-3
4590	ESD171	Eastmont SD	Clovis Point	P	5/7	564	63.5	Yes	Yes	No	2		57.6%	1.74%	T3-159	Yes	Tier-3
2966	ESD171	Eastmont SD	Grant Elementary School	P	K-4	429	61.5	Yes	Yes	No	2		68.4%	-0.66%	T3-32	No: -0.7%	Tier-3
4095	ESD171	Eastmont SD	Sterling Intermediate School	P	5/7	673	45.0	Yes	Yes	No	2		63.9%	3.11%	T3-66	Yes	Tier-3
3409	ESD189	Edmonds SD	Cedar Valley Community School	P	K-6	448	75.7	Yes	Yes	No	2		45.1%	2.22%	T3-363	Yes	Tier-3
3410	ESD189	Edmonds SD	Spruce Elementary	P	K-6	503	51.1	Yes	Yes	No	1		54.2%	-0.70%	T3-224	No: -0.7%	Tier-3
3596	ESD105	Ellensburg SD	Mt. Stuart Elementary	P	K-5	431	56.8	Yes	Yes	No	1		60.2%	0.15%	T3-107	Yes	Tier-3
3217	ESD113	Elma SD	Elma Elementary School	P	PK-5	584	59.3	Yes	Yes	Yes	1		59.3%	2.51%	T3-124	Yes	Tier-3
2793	ESD171	Ephrata SD	Columbia Ridge Elementary	P	K-4	389	60.7	Yes	Yes	No	1		64.2%	-5.43%	T3-69	No: -5.4%	Tier-3
3373	ESD171	Ephrata SD	Ephrata Middle School	P	7/8	384	47.9	Yes	Yes	No	1		57.6%	-2.53%	T3-165	No: -2.5%	Tier-3
2695	ESD171	Ephrata SD	Parkway School	P	5/6	340	51.2	Yes	Yes	No	1		65.0%	1.31%	T3-63	Yes	Tier-3
3184	ESD189	Everett SD	Emerson Elementary School	P	PK-5	591	59.6	Yes	Yes	No	1		63.6%	-1.58%	T3-65	No: -1.6%	Tier-3
2065	ESD189	Everett SD	Garfield Elementary School	P	PK-5	358	66.2	Yes	Yes	No	1		47.1%	1.51%	T3-342	Yes	Tier-3
2883	ESD189	Everett SD	Hawthorne Elementary School	P	PK-5	463	89.2	Yes	Yes	No	4		40.9%	-2.70%	T3-402	No: -2.7%	Tier-3
2811	ESD189	Everett SD	Lowell Elementary	P	PK-5	469	58.4	Yes	Yes	No	1		56.8%	-1.44%	T3-184	No: -1.4%	Tier-3
4299	ESD112	Evergreen SD (Clark)	Burnt Bridge Creek Elementary Sch	P	K-5	606	39.8	Yes	Yes	No	1		63.1%	1.27%	T3-73	Yes	Tier-3
3822	ESD112	Evergreen SD (Clark)	Crestline Elementary School	P	K-5	460	57.2	Yes	Yes	No	1		57.2%	-7.05%	T3-180	No: -7.1%	Tier-3
3148	ESD112	Evergreen SD (Clark)	Ellsworth Elementary School	P	K-5	401	45.6	Yes	Yes	No	2		66.9%	0.65%	T3-45	Yes	Tier-3
3994	ESD112	Evergreen SD (Clark)	Image Elementary School	P	K-5	632	49.7	Yes	Yes	No	1		73.3%	-2.01%	T3-9	No: -2.0%	Tier-3
2912	ESD112	Evergreen SD (Clark)	Orchards Elementary School	P	K-5	586	67.6	Yes	Yes	No	1		55.8%	-1.71%	T3-192	No: -1.7%	Tier-3
3149	ESD112	Evergreen SD (Clark)	Sifton Elementary School	P	K-5	593	48.9	Yes	Yes	No	2		57.5%	-0.34%	T3-164	No: -0.3%	Tier-3
3823	ESD112	Evergreen SD (Clark)	Silver Star Elementary School	P	K-5	494	53.6	Yes	Yes	No	2		59.7%	-3.16%	T3-131	No: -3.2%	Tier-3
3970	ESD112	Evergreen SD (Clark)	Sunset Elementary School	P	K-5	602	49.5	Yes	Yes	No	1		60.9%	5.06%	T3-103	Yes	Tier-3
4579	ESD112	Evergreen SD (Clark)	York Elementary School	P	K-5	580	40.3	Yes	Yes	No	1		60.2%	-4.57%	T3-122	No: -4.6%	Tier-3
2607	ESD189	Ferndale SD	Custer Elem	P	K-6	354	46.1	Yes	Yes	No	1		65.2%	-1.18%	T3-53	No: -1.2%	Tier-3
4482	ESD189	Ferndale SD	Eagleridge Elementary	P	PK-6	490	49.4	Yes	Yes	No	2		62.8%	-0.44%	T3-80	No: -0.4%	Tier-3
2809	ESD121	Fife SD	Endeavour Intermediate	P	2/5	542	49.5	Yes	Yes	No	1		60.2%	-4.04%	T3-104	No: -4.0%	Tier-3
4557	ESD121	Fife SD	Hedden Elementary School	P	2/5	472	36.4	Yes	Yes	No	1		72.4%	-3.35%	T3-14	No: -3.4%	Tier-3
4031	ESD123	Finley SD	Finley Middle School	P	6/8	228	63.6	Yes	Yes	No	1		47.0%	-5.93%	T3-327	No: -5.9%	Tier-3
3000	ESD121	Franklin Pierce SD	Harvard Elementary	P	K-5	414	77.5	Yes	Yes	No	2		47.6%	-0.98%	T3-332	No: -1.0%	Tier-3
2945	ESD121	Franklin Pierce SD	James Sales Elementary	P	K-5	361	82.3	Yes	Yes	No	2		55.3%	2.84%	T3-209	Yes	Tier-3
2856	ESD105	Goldendale SD	Goldendale High School	P	9/12	346	41.3	Yes	Yes	No	2	70.0%	60.6%	1.04%	T3-116	Yes	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
3393	ESD105	Goldendale SD	Goldendale Middle School	P	5/8	312	53.9	Yes	Yes	No	1		60.4%	-1.86%	T3-105	No: -1.9%	Tier-3
2802	ESD171	Grand Coulee Dam SD	Center Elementary School	P	PK-4	230	55.7	Yes	Yes	No	2		46.4%	4.01%	T3-345	Yes	Tier-3
2672	ESD171	Grand Coulee Dam SD	Grand Coulee Dam Middle School	P	5/8	182	59.9	Yes	Yes	No	1		48.4%	-4.10%	T3-316	No: -4.1%	Tier-3
2801	ESD171	Grand Coulee Dam SD	Lake Roosevelt High School	P	9/12	268	57.8	Yes	No	No	3	71.8%	43.0%	-2.00%	T3-317	No: -2.0%	Tier-3
2555	ESD105	Grandview SD	Grandview High School	P	9/12	853	75.2	Yes	Yes	No	4	95.5%	54.8%	-2.02%	T3-200	No: -2.0%	Tier-3
2345	ESD105	Grandview SD	Mcclure Elementary School	P	PK-5	642	86.6	Yes	Yes	No	2		40.9%	-3.01%	T3-397	No: -3.0%	Tier-3
3013	ESD105	Grandview SD	Smith Elementary School	P	PK-5	572	86.9	Yes	Yes	No	2		39.2%	-3.39%	T3-409	No: -3.4%	Tier-3
2756	ESD105	Grandview SD	Thompson Elementary School	P	PK-5	590	81.9	Yes	Yes	No	2		49.7%	-0.87%	T3-294	No: -0.9%	Tier-3
3314	ESD105	Granger SD	Granger High School	P	9/12	379	88.9	Yes	Yes	No	4	82.5%	46.9%	-6.97%	T3-234	No: -7.0%	Tier-3
4535	ESD105	Granger SD	Roosevelt Elementary	P	K-4	573	94.2	Yes	Yes	No	3		40.8%	1.65%	T3-390	Yes	Tier-3
4113	ESD189	Granite Falls SD	Granite Falls Middle School	P	6/8	544	39.9	Yes	Yes	No	2		52.1%	-2.03%	T3-260	No: -2.0%	Tier-3
4479	ESD189	Granite Falls SD	Monte Cristo Elementary	P	K-6	404	40.6	Yes	Yes	No	1		57.0%	-0.72%	T3-167	No: -0.7%	Tier-3
3073	ESD105	Highland SD	Tieton Intermediate School	P	4/6	280	73.6	Yes	Yes	No	2		49.5%	-3.70%	T3-299	No: -3.7%	Tier-3
2765	ESD121	Highline SD	Beverly Park Elem at Glendale	P	PK-6	462	81.2	Yes	Yes	No	4		46.9%	2.11%	T3-340	Yes	Tier-3
2982	ESD121	Highline SD	Bow Lake Elementary	P	PK-6	632	74.1	Yes	Yes	No	2		43.1%	1.42%	T3-382	Yes	Tier-3
2926	ESD121	Highline SD	Cedarhurst Elementary	P	PK-6	462	76.8	Yes	Yes	No	1		49.1%	0.37%	T3-303	Yes	Tier-3
2699	ESD121	Highline SD	Hazel Valley Elementary	P	PK-6	578	60.2	Yes	Yes	No	4		57.3%	5.33%	T3-174	Yes	Tier-3
3165	ESD121	Highline SD	Hilltop Elementary	P	PK-6	581	73.5	Yes	Yes	No	1		47.3%	-2.53%	T3-334	No: -2.5%	Tier-3
3278	ESD121	Highline SD	Madrona Elementary	P	PK-6	616	89.5	Yes	Yes	No	4		42.3%	2.95%	T3-387	Yes	Tier-3
2734	ESD121	Highline SD	McMicken Heights Elementary	P	PK-6	428	71.0	Yes	Yes	No	2		41.7%	0.06%	T3-394	Yes	Tier-3
2984	ESD121	Highline SD	Midway Elementary	P	PK-6	526	81.8	Yes	Yes	No	5		44.2%	5.39%	T3-369	Yes	Tier-3
2144	ESD121	Highline SD	Mount View Elementary	P	PK-6	577	82.0	Yes	Yes	No	2		51.6%	1.11%	T3-276	Yes	Tier-3
3335	ESD121	Highline SD	Parkside Elementary	P	K-6	471	55.2	Yes	Yes	Yes	1		60.5%	7.61%	T3-113	Yes	Tier-3
3382	ESD121	Highline SD	Seahurst Elementary School	P	K-6	532	79.5	Yes	Yes	No	2		53.5%	-4.37%	T3-227	No: -4.4%	Tier-3
3032	ESD121	Highline SD	Southern Heights Elementary	P	PK-6	370	74.6	Yes	Yes	No	1		47.8%	-3.11%	T3-321	No: -3.1%	Tier-3
2927	ESD121	Highline SD	Sylvester Middle School	P	7/8	793	54.7	Yes	Yes	No	1		55.1%	-6.05%	T3-196	No: -6.0%	Tier-3
2639	ESD121	Highline SD	White Center Heights Elementary	P	PK-6	481	87.1	Yes	Yes	No	2		41.9%	-0.76%	T3-393	No: -0.8%	Tier-3
3617	ESD112	Hockinson SD	Hockinson Heights Intermediate	P	3/5	434	19.8	Yes	Yes	No	1		74.9%	1.98%	T3-6	Yes	Tier-3
2310	ESD113	Hood Canal SD	Hood Canal Elem & Junior High	P	PK-8	286	64.0	Yes	Yes	No	1		42.4%	-1.28%	T3-389	No: -1.3%	Tier-3
4214	ESD101	Inchelium SD	Inchelium Middle School	P	6/8	40	82.5	Yes	Yes	No	2		39.1%	-4.61%	T3-408	No: -4.6%	Tier-3
3323	ESD112	Kelso SD	Barnes Elementary	P	K-5	361	65.7	Yes	Yes	No	1		51.8%	1.39%	T3-262	Yes	Tier-3
3322	ESD112	Kelso SD	Coweeman Middle School	P	6/8	596	45.0	Yes	Yes	No	2		52.2%	-1.18%	T3-254	No: -1.2%	Tier-3
2916	ESD112	Kelso SD	Huntington Middle School	P	6/8	547	53.2	Yes	Yes	No	2		53.1%	-1.25%	T3-221	No: -1.3%	Tier-3
4418	ESD123	Kennewick SD	Amistad Elementary School	P	PK-5	553	83.9	Yes	Yes	No	2		58.2%	-1.46%	T3-147	No: -1.5%	Tier-3
2824	ESD123	Kennewick SD	Eastgate Elementary School	P	PK-5	474	95.6	Yes	Yes	No	1		50.9%	-3.98%	T3-280	No: -4.0%	Tier-3
3315	ESD123	Kennewick SD	Edison Elementary School	P	PK-5	478	76.6	Yes	Yes	No	1		52.5%	-1.08%	T3-249	No: -1.1%	Tier-3
3472	ESD123	Kennewick SD	Park Middle School	P	6/8	767	81.4	Yes	Yes	No	3		46.1%	-3.39%	T3-359	No: -3.4%	Tier-3
2825	ESD123	Kennewick SD	Westgate Elementary School	P	PK-5	445	89.2	Yes	Yes	No	1		55.2%	-1.18%	T3-205	No: -1.2%	Tier-3
3676	ESD121	Kent SD	Cedar Valley Elementary School	P	K-6	358	59.8	Yes	Yes	No	2		50.3%	0.79%	T3-298	Yes	Tier-3
2851	ESD121	Kent SD	East Hill Elementary School	P	K-6	588	69.7	Yes	Yes	No	2		47.1%	-1.85%	T3-330	No: -1.9%	Tier-3
4413	ESD121	Kent SD	George T. Daniel Elementary School	P	K-6	501	76.5	Yes	Yes	No	1		51.3%	0.79%	T3-288	Yes	Tier-3
4301	ESD121	Kent SD	Jenkins Creek Elementary School	P	K-6	370	49.5	Yes	Yes	No	2		53.1%	-2.95%	T3-241	No: -3.0%	Tier-3
4520	ESD121	Kent SD	Kent Elementary School	P	K-6	515	77.1	Yes	Yes	No	1		55.9%	0.88%	T3-201	Yes	Tier-3
4465	ESD121	Kent SD	Meadow Ridge Elementary School	P	K-6	460	67.4	Yes	Yes	No	2		46.3%	1.50%	T3-348	Yes	Tier-3
4581	ESD121	Kent SD	Millennium Elementary School	P	K-6	569	65.9	Yes	Yes	No	1		56.6%	-5.68%	T3-169	No: -5.7%	Tier-3
4356	ESD121	Kent SD	Neely O Brien Elementary School	P	K-6	702	65.0	Yes	Yes	No	2		55.5%	-2.94%	T3-189	No: -2.9%	Tier-3
2567	ESD121	Kent SD	Panther Lake Elementary School	P	K-6		68.3	Yes	Yes	No	1		53.6%	-0.17%	T3-235	Yes	Tier-3
3491	ESD121	Kent SD	Park Orchard Elementary School	P	K-6	454	72.3	Yes	Yes	No	2		50.8%	0.59%	T3-293	Yes	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
3593	ESD121	Kent SD	Pine Tree Elementary School	P	K-6	484	52.9	Yes	Yes	No	1		66.8%	0.38%	T3-43	Yes	Tier-3
3389	ESD121	Kent SD	Scenic Hill Elementary School	P	K-6	512	75.4	Yes	Yes	No	2		47.7%	0.82%	T3-323	Yes	Tier-3
3677	ESD121	Kent SD	Springbrook Elementary School	P	K-6	408	63.2	Yes	Yes	No	2		46.6%	0.34%	T3-336	Yes	Tier-3
3198	ESD101	Kettle Falls SD	Kettle Falls Middle School	P	5/8	244	54.1	Yes	Yes	No	1		54.9%	0.26%	T3-202	Yes	Tier-3
2759	ESD123	Kiona-Benton City SD	Kiona-Benton City Primary School	P	PK-3	335	62.7	Yes	Yes	Yes	2		46.9%	1.80%	T3-331	Yes	Tier-3
2569	ESD105	Kittitas SD	Kittitas Elementary School	P	K-5	278	48.9	Yes	Yes	No	1		66.0%	-3.80%	T3-51	No: -3.8%	Tier-3
2558	ESD112	La Center SD	La Center Elementary	P	K-5	758	22.4	Yes	Yes	No	1		69.0%	-2.14%	T3-25	No: -2.1%	Tier-3
2522	ESD189	LaConner SD	La Conner Elementary	P	K-5	304	49.7	Yes	Yes	No	1		57.6%	-3.13%	T3-162	No: -3.1%	Tier-3
2317	ESD171	Lake Chelan SD	Chelan Middle School	P	6/8	338	54.7	Yes	Yes	Yes	1		62.8%	1.10%	T3-74	Yes	Tier-3
2689	ESD171	Lake Chelan SD	Morgen Owings Elementary School	P	K-5	642	64.2	Yes	Yes	No	1		71.6%	-2.12%	T3-18	No: -2.1%	Tier-3
2921	ESD113	Lake Quinault SD	Lake Quinault Elementary	P	K-6	80	87.5	Yes	Yes	No	1		41.0%	4.33%	T3-367	Yes	Tier-3
2885	ESD189	Lake Stevens SD	Hillcrest Elementary School	P	PK-5	800	51.8	Yes	Yes	No	1		67.4%	-7.00%	T3-41	No: -7.0%	Tier-3
4392	ESD189	Lake Stevens SD	Skyline Elementary	P	PK-5	495	46.7	Yes	Yes	No	1		77.0%	-0.39%	T3-4	No: -0.4%	Tier-3
4424	ESD121	Lake Washington SD	Einstein Elementary	P	K-6	419	43.0	Yes	Yes	No	1		69.2%	-2.82%	T3-23	No: -2.8%	Tier-3
3748	ESD121	Lake Washington SD	Muir Elementary	P	K-6	413	41.4	Yes	Yes	Yes	1		65.5%	4.86%	T3-55	Yes	Tier-3
2289	ESD121	Lake Washington SD	Redmond Elementary	P	K-6	411	32.1	Yes	Yes	No	1		70.6%	6.78%	T3-31	Yes	Tier-3
4477	ESD189	Lakewood SD	English Crossing Elementary	P	3/5	377	35.3	Yes	Yes	No	2		59.8%	1.39%	T3-135	Yes	Tier-3
2319	ESD112	Longview SD	Kessler Elementary School	P	K-5	371	81.1	Yes	Yes	No	1		47.2%	-0.45%	T3-325	No: -0.5%	Tier-3
2914	ESD112	Longview SD	Northlake Elementary School	P	K-5	382	59.4	Yes	Yes	No	1		61.3%	-0.81%	T3-98	No: -0.8%	Tier-3
2726	ESD112	Longview SD	Olympic Elementary School	P	K-5	361	64.8	Yes	Yes	No	1		55.3%	-0.12%	T3-212	Yes	Tier-3
2370	ESD112	Longview SD	Saint Helens Elementary	P	PK-5	377	89.7	Yes	Yes	No	2		43.5%	3.64%	T3-378	Yes	Tier-3
3643	ESD112	Lyle SD	Lyle Middle School	P	7/8	56	67.9	Yes	Yes	No	1		36.2%	-2.39%	T3-416	No: -2.4%	Tier-3
2219	ESD189	Lynden SD	Lynden Middle School	P	6/8	600	37.0	Yes	Yes	No	2		60.3%	-3.35%	T3-120	No: -3.4%	Tier-3
3070	ESD105	Mabton SD	Artz Fox Elementary	P	K-6	544	87.1	Yes	Yes	No	5		44.0%	3.47%	T3-372	Yes	Tier-3
2196	ESD171	Manson SD	Manson Elementary	P	PK-6	397	77.8	Yes	Yes	No	2		53.9%	4.16%	T3-232	Yes	Tier-3
2623	ESD171	Manson SD	Manson Junior Senior High School	P	7/12	285	77.5	Yes	Yes	No	1	95.9%	53.5%	-7.74%	T3-219	No: -7.7%	Tier-3
3311	ESD101	Mary Walker SD	Mary Walker High School	P	9/12	170	61.2	Yes	Yes	No	1	82.1%	51.6%	-3.94%	T3-256	No: -3.9%	Tier-3
3894	ESD101	Mary Walker SD	Springdale Middle School	P	7/8	105	66.7	Yes	Yes	No	1		47.5%	-2.51%	T3-322	No: -2.5%	Tier-3
3059	ESD189	Marysville SD	Cascade Elementary	P	K-5	539	54.0	Yes	Yes	No	1		58.6%	-0.96%	T3-134	No: -1.0%	Tier-3
3964	ESD189	Marysville SD	Liberty Elementary	P	PK-5	499	75.2	Yes	Yes	No	1		52.5%	-1.73%	T3-243	No: -1.7%	Tier-3
4150	ESD189	Marysville SD	Marshall Elementary	P	PK-5	362	51.4	Yes	Yes	No	1		58.7%	0.59%	T3-142	Yes	Tier-3
4510	ESD189	Marysville SD	Quil Ceda Elementary	P	PK-5	300	64.0	Yes	Yes	No	2		37.3%	0.03%	T3-419	Yes	Tier-3
3187	ESD189	Marysville SD	Shoultes Elementary	P	K-5	437	40.7	Yes	Yes	No	1		60.1%	-3.03%	T3-108	No: -3.0%	Tier-3
3414	ESD101	Mead SD	Evergreen Elementary School	P	K-6	589	40.2	Yes	Yes	No	1		71.9%	-2.33%	T3-16	No: -2.3%	Tier-3
4134	ESD101	Mead SD	Shiloh Hills Elementary	P	K-6	555	66.7	Yes	Yes	No	2		62.7%	-1.28%	T3-76	No: -1.3%	Tier-3
3060	ESD189	Monroe SD	Frank Wagner Elementary	P	PK-5	675	54.4	Yes	Yes	No	2		46.1%	-2.39%	T3-352	No: -2.4%	Tier-3
5040	ESD189	Monroe SD	Park Place Middle School	P	6/8	582	25.8	Yes	Yes	No	3		50.7%	0.15%	T3-292	Yes	Tier-3
3374	ESD113	Montesano SD	Simpson Avenue Elementary	P	4/6	260	27.3	Yes	Yes	No	1		61.5%	-0.84%	T3-92	No: -0.8%	Tier-3
2678	ESD113	Morton SD	Morton Elementary School	P	K-5	169	62.7	Yes	Yes	No	1		51.6%	-3.16%	T3-265	No: -3.2%	Tier-3
3021	ESD171	Moses Lake SD	Larson Heights Elementary	P	K-5	416	82.0	Yes	Yes	No	1		58.0%	-1.22%	T3-150	No: -1.2%	Tier-3
3153	ESD171	Moses Lake SD	Longview Elementary	P	K-5	432	71.1	Yes	Yes	No	1		65.0%	-0.19%	T3-56	Yes	Tier-3
3779	ESD171	Moses Lake SD	North Elementary	P	K-5	395	84.1	Yes	Yes	No	1		52.4%	0.66%	T3-251	Yes	Tier-3
2572	ESD113	Mossyrock SD	Mossyrock Elementary School	P	K-6	316	57.0	Yes	Yes	No	1		57.8%	-2.82%	T3-154	No: -2.8%	Tier-3
4533	ESD189	Mount Baker SD	Kendall Elementary	P	K-6	497	81.1	Yes	Yes	No	2		51.9%	-2.32%	T3-244	No: -2.3%	Tier-3
3003	ESD189	Mount Baker SD	Mount Baker Junior High	P	7/8	367	50.1	Yes	Yes	No	2		59.1%	0.61%	T3-144	Yes	Tier-3
4329	ESD189	Mount Vernon SD	Centennial Elementary School	P	K-6	595	78.3	Yes	Yes	No	2		49.2%	-1.92%	T3-306	No: -1.9%	Tier-3
3183	ESD189	Mount Vernon SD	Jefferson Elementary	P	K-6	507	58.6	Yes	Yes	No	2		62.2%	0.52%	T3-89	Yes	Tier-3
3821	ESD189	Mount Vernon SD	La Venture Middle School	P	7/8	385	68.8	Yes	Yes	No	4		44.7%	1.11%	T3-370	Yes	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
2579	ESD189	Mount Vernon SD	Lincoln Elementary School	P	K-6	421	63.7	Yes	Yes	No	1		55.9%	-1.96%	T3-187	No: -2.0%	Tier-3
4013	ESD189	Mount Vernon SD	Little Mountain Elementary	P	K-6	599	68.6	Yes	Yes	No	2		54.4%	-3.56%	T3-210	No: -3.6%	Tier-3
3001	ESD189	Mount Vernon SD	Madison Elementary	P	K-6	502	75.3	Yes	Yes	No	4		47.5%	2.45%	T3-329	Yes	Tier-3
4511	ESD189	Mount Vernon SD	Mount Baker Middle School	P	7/8	474	60.1	Yes	Yes	No	5		53.5%	-0.32%	T3-229	No: -0.3%	Tier-3
2880	ESD189	Mount Vernon SD	Washington Elementary School	P	K-6	492	77.9	Yes	Yes	No	2		53.6%	1.35%	T3-237	Yes	Tier-3
4303	ESD189	Mukilteo SD	Challenger Elementary	P	PK-5	616	80.5	Yes	Yes	No	2		57.0%	-2.54%	T3-175	No: -2.5%	Tier-3
4304	ESD189	Mukilteo SD	Discovery Elementary	P	K-5	684	64.6	Yes	Yes	Yes	1		59.9%	-1.48%	T3-117	No: -1.5%	Tier-3
2886	ESD189	Mukilteo SD	Fairmount Elementary	P	K-5	595	59.7	Yes	Yes	Yes	1		65.7%	1.34%	T3-50	Yes	Tier-3
4344	ESD189	Mukilteo SD	Horizon Elementary	P	K-5	724	83.4	Yes	Yes	No	2		49.1%	-3.38%	T3-307	No: -3.4%	Tier-3
3121	ESD189	Mukilteo SD	Olivia Park Elementary	P	K-5	626	63.4	Yes	Yes	No	2		59.3%	2.82%	T3-128	Yes	Tier-3
2898	ESD105	Naches Valley SD	Naches Valley Middle School	P	5/8	474	38.4	Yes	Yes	No	2		61.2%	-1.37%	T3-99	No: -1.4%	Tier-3
3968	ESD101	Newport SD	Sadie Halstead Middle School	P	5/8	337	59.9	Yes	Yes	No	1		65.1%	0.71%	T3-61	Yes	Tier-3
4521	ESD101	Nine Mile Falls SD	Lakeside Middle School	P	6/8	420	27.9	Yes	Yes	No	1		62.2%	-3.60%	T3-81	No: -3.6%	Tier-3
3788	ESD113	North Beach SD	North Beach Junior High School	P	7/8	141	56.0	Yes	Yes	No	1		41.2%	0.01%	T3-398	Yes	Tier-3
2728	ESD113	North Beach SD	North Beach Senior High School	P	9/12	238	45.4	Yes	No	No	1	70.3%	44.2%	-0.91%	T3-358	No: -0.9%	Tier-3
3325	ESD123	North Franklin SD	Basin City Elem	P	K-6	405	80.3	Yes	Yes	Yes	1		44.5%	2.87%	T3-364	Yes	Tier-3
2918	ESD123	North Franklin SD	Connell Elem	P	K-6	463	73.4	Yes	Yes	No	3		54.2%	2.04%	T3-222	Yes	Tier-3
2198	ESD123	North Franklin SD	Robert L Olds Junior High School	P	7/8	283	73.9	Yes	Yes	No	4		47.3%	-3.65%	T3-324	No: -3.6%	Tier-3
2798	ESD114	North Kitsap SD	David Wolfle Elementary	P	PK-5	399	37.6	Yes	Yes	No	1		69.1%	-1.21%	T3-27	No: -1.2%	Tier-3
4359	ESD114	North Kitsap SD	Kingston Middle School	P	6/8	680	27.5	Yes	Yes	No	1		62.3%	3.18%	T3-88	Yes	Tier-3
2026	ESD114	North Kitsap SD	Poulsbo Elementary School	P	PK-5	505	26.3	Yes	Yes	No	1		73.1%	1.52%	T3-10	Yes	Tier-3
3391	ESD114	North Kitsap SD	Suquamish Elementary School	P	K-5	384	36.5	Yes	Yes	No	1		66.9%	-2.12%	T3-39	No: -2.1%	Tier-3
2662	ESD114	North Mason SD	Belfair Elementary	P	K-5	419	38.2	Yes	Yes	No	1		65.6%	3.68%	T3-47	Yes	Tier-3
4320	ESD114	North Mason SD	Sand Hill Elementary	P	K-5	440	55.0	Yes	Yes	No	2		56.4%	1.51%	T3-171	Yes	Tier-3
3262	ESD113	North Thurston PS	Lydia Hawk Elementary	P	PK-6	397	63.7	Yes	Yes	No	1		55.6%	1.60%	T3-208	Yes	Tier-3
4271	ESD113	North Thurston PS	Pleasant Glade Elementary	P	PK-6	510	52.9	Yes	Yes	Yes	1		55.2%	1.31%	T3-204	Yes	Tier-3
4377	ESD121	Northshore SD	Woodmoor Elementary	P	K-6	837	22.6	Yes	Yes	No	1		73.2%	4.14%	T3-15	Yes	Tier-3
3377	ESD189	Oak Harbor SD	Crescent Harbor Elem	P	K-5	552	55.6	Yes	Yes	No	1		59.5%	-3.95%	T3-126	No: -4.0%	Tier-3
3566	ESD189	Oak Harbor SD	Olympic View Elem	P	K-5	501	55.3	Yes	Yes	No	1		63.5%	-2.62%	T3-70	No: -2.6%	Tier-3
4039	ESD112	Ocean Beach SD	Ocean Park Elementary	P	K-6	219	73.1	Yes	Yes	No	1		52.7%	-5.29%	T3-239	No: -5.3%	Tier-3
3025	ESD113	Ocosta SD	Ocosta Elementary School	P	PK-6	322	64.3	Yes	Yes	No	1		58.2%	2.50%	T3-156	Yes	Tier-3
2246	ESD171	Okanogan SD	Okanogan High School	P	9/12	287	45.0	Yes	Yes	No	2	85.3%	52.8%	3.17%	T3-211	Yes	Tier-3
2245	ESD171	Okanogan SD	Okanogan Middle School	P	6/8	235	57.9	Yes	Yes	No	2		42.1%	0.31%	T3-391	Yes	Tier-3
4472	ESD113	Olympia SD	Julia Butler Hansen Elementary	P	K-5	461	37.7	Yes	Yes	No	1		71.0%	-0.66%	T3-19	No: -0.7%	Tier-3
3540	ESD113	Olympia SD	Leland P Brown Elementary	P	K-5	317	40.4	Yes	Yes	No	1		75.1%	-3.73%	T3-8	No: -3.7%	Tier-3
3051	ESD171	Omak SD	E Omak Elementary	P	3/5	346	65.6	Yes	Yes	No	2		46.4%	0.74%	T3-347	Yes	Tier-3
3239	ESD113	Onalaska SD	Onalaska Elementary School	P	PK-5	333	63.1	Yes	Yes	No	1		56.1%	1.57%	T3-188	Yes	Tier-3
2666	ESD171	Orondo SD	Orondo Elementary and Middle School	P	PK-7	235	75.3	Yes	Yes	No	1		45.4%	-1.62%	T3-365	No: -1.6%	Tier-3
2422	ESD171	Oroville SD	Oroville Elementary	P	PK-6	318	65.1	Yes	Yes	No	1		50.4%	-7.25%	T3-279	No: -7.3%	Tier-3
2961	ESD123	Othello SD	Hiawatha Elementary School	P	K-6	662	88.8	Yes	Yes	No	4		38.2%	-1.59%	T3-413	No: -1.6%	Tier-3
2902	ESD123	Othello SD	Lutacaga Elementary	P	K-5	693	82.4	Yes	Yes	No	3		40.1%	1.23%	T3-403	Yes	Tier-3
3471	ESD123	Othello SD	McFarland Middle School	P	6/8	498	77.9	Yes	Yes	No	5		51.5%	3.29%	T3-267	Yes	Tier-3
3015	ESD123	Othello SD	Othello High School	P	9/12	951	71.3	Yes	Yes	No	5	75.2%	60.1%	2.64%	T3-177	Yes	Tier-3
3730	ESD123	Othello SD	Scootney Springs Elementary	P	PK-6	648	81.2	Yes	Yes	No	2		57.4%	-0.72%	T3-166	No: -0.7%	Tier-3
4155	ESD123	Pasco SD	James McGee Elementary	P	K-5	781	36.1	Yes	Yes	No	1		57.5%	3.98%	T3-176	Yes	Tier-3
3085	ESD123	Pasco SD	Mark Twain Elementary	P	K-5	604	62.6	Yes	Yes	No	4		42.9%	3.11%	T3-380	Yes	Tier-3
4595	ESD123	Pasco SD	Maya Angelou Elementary	P	K-5	841	46.1	Yes	Yes	No	1		59.0%	-4.17%	T3-125	No: -4.2%	Tier-3
2267	ESD123	Pasco SD	Mcloughlin Middle School	P	6/8	1338	45.4	Yes	Yes	No	2		53.1%	1.61%	T3-238	Yes	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
2917	ESD123	Pasco SD	Pasco Senior High School	P	9/12	2224	65.9	Yes	Yes	No	5	67.0%	48.5%	1.73%	T3-277	Yes	Tier-3
4041	ESD123	Pasco SD	Ruth Livingston Elementary	P	K-5	744	40.6	Yes	Yes	No	2		68.1%	1.00%	T3-35	Yes	Tier-3
4526	ESD123	Pasco SD	Whittier Elementary	P	K-5	671	92.4	Yes	Yes	No	5		43.7%	-0.80%	T3-374	No: -0.8%	Tier-3
4156	ESD121	Peninsula SD	Key Peninsula Middle School	P	6/8	466	46.1	Yes	Yes	No	2		58.2%	3.66%	T3-149	Yes	Tier-3
4189	ESD121	Peninsula SD	Minter Creek Elementary	P	K-5	352	33.8	Yes	Yes	No	1		71.6%	1.29%	T3-17	Yes	Tier-3
3056	ESD121	Peninsula SD	Vaughn Elementary School	P	PK-5	375	43.2	Yes	Yes	No	1		67.2%	-2.28%	T3-36	No: -2.3%	Tier-3
2865	ESD113	Pioneer SD	Pioneer Intermediate/Middle School	P	4/8	406	50.0	Yes	Yes	No	1		47.3%	-4.49%	T3-320	No: -4.5%	Tier-3
4463	ESD113	Pioneer SD	Pioneer Primary School	P	PK-3	328	60.1	Yes	Yes	No	2		50.9%	-1.27%	T3-282	No: -1.3%	Tier-3
3318	ESD114	Port Angeles SD	Stevens Middle School	P	7/8	576	47.2	Yes	Yes	No	1		63.4%	5.13%	T3-86	Yes	Tier-3
3574	ESD123	Prescott SD	Prescott Elementary School	P	K-6	120	85.8	Yes	Yes	No	1		51.4%	2.24%	T3-270	Yes	Tier-3
2906	ESD123	Prosser SD	Housel Middle School	P	6/8	644	58.4	Yes	Yes	No	2		56.0%	1.21%	T3-181	Yes	Tier-3
3316	ESD123	Prosser SD	Prosser Heights Elementary	P	3/5	502	66.7	Yes	Yes	No	1		72.3%	1.08%	T3-13	Yes	Tier-3
2905	ESD123	Prosser SD	Whitstran Elementary	P	K-5	284	73.6	Yes	Yes	No	2		51.7%	-5.83%	T3-268	No: -5.8%	Tier-3
2496	ESD121	Puyallup SD	Firgrove Elementary	P	K-6	739	40.6	Yes	Yes	No	1		58.0%	-1.14%	T3-153	No: -1.1%	Tier-3
4146	ESD121	Puyallup SD	Pope Elementary	P	K-6	635	27.9	Yes	Yes	No	1		70.1%	-3.09%	T3-24	No: -3.1%	Tier-3
2495	ESD121	Puyallup SD	Waller Road Elementary	P	K-6	345	36.2	Yes	Yes	No	1		59.6%	1.43%	T3-121	Yes	Tier-3
4360	ESD121	Puyallup SD	Warren Hunt Elem	P	K-6	714	31.0	Yes	Yes	No	1		78.6%	-0.73%	T3-1	No: -0.7%	Tier-3
3558	ESD121	Puyallup SD	Wildwood Elementary	P	PK-6	552	43.3	Yes	Yes	No	1		65.4%	-0.63%	T3-54	No: -0.6%	Tier-3
3737	ESD114	Quillayute Valley SD	Forks Elementary School	P	PK-5	531	71.4	Yes	Yes	No	2		52.2%	0.33%	T3-258	Yes	Tier-3
2609	ESD114	Quillayute Valley SD	Forks Middle School	P	6/8	261	62.5	Yes	Yes	No	1		50.0%	-2.67%	T3-295	No: -2.7%	Tier-3
4536	ESD171	Quincy SD	Monument Elementary	P	4/6	615	81.8	Yes	Yes	No	4		46.3%	-1.36%	T3-357	No: -1.4%	Tier-3
2919	ESD171	Quincy SD	Pioneer Elementary	P	2/3	373	85.5	Yes	Yes	No	2		56.0%	-0.85%	T3-199	No: -0.9%	Tier-3
2864	ESD101	Reardan-Edwall SD	Reardan Elementary School	P	K-6	411	38.0	Yes	Yes	No	1		59.5%	-0.61%	T3-127	No: -0.6%	Tier-3
3587	ESD121	Renton SD	Benson Hill Elementary School	P	K-5	547	49.7	Yes	Yes	No	1		64.3%	-3.38%	T3-60	No: -3.4%	Tier-3
3034	ESD121	Renton SD	Campbell Hill Elementary School	P	K-5	368	75.8	Yes	Yes	No	4		46.7%	3.69%	T3-319	Yes	Tier-3
3337	ESD121	Renton SD	Cascade Elementary School	P	K-5	517	61.7	Yes	Yes	No	1		59.4%	-1.54%	T3-115	No: -1.5%	Tier-3
3280	ESD121	Renton SD	Dimmitt Middle School	P	6/8	837	71.6	Yes	Yes	No	5		37.7%	2.64%	T3-415	Yes	Tier-3
2640	ESD121	Renton SD	Highlands Elementary School	P	K-5	563	73.4	Yes	Yes	No	4		47.4%	-1.36%	T3-338	No: -1.4%	Tier-3
2929	ESD121	Renton SD	Lakeridge Elementary School	P	K-5	432	85.9	Yes	Yes	No	1		38.5%	-1.97%	T3-411	No: -2.0%	Tier-3
3521	ESD121	Renton SD	Renton Park Elementary School	P	K-5	430	58.6	Yes	Yes	No	2		59.4%	-0.87%	T3-130	No: -0.9%	Tier-3
3668	ESD121	Renton SD	Sierra Heights Elementary School	P	K-5	589	43.1	Yes	Yes	No	1		68.3%	-1.83%	T3-28	No: -1.8%	Tier-3
3740	ESD121	Renton SD	Talbot Hill Elementary School	P	K-5	472	51.7	Yes	Yes	No	1		62.2%	2.40%	T3-85	Yes	Tier-3
3732	ESD123	Richland SD	Sacajawea Elementary	P	K-5	454	34.8	Yes	Yes	No	1		65.0%	-4.91%	T3-58	No: -4.9%	Tier-3
3321	ESD112	Ridgefield SD	South Ridge Elementary	P	K-6	517	24.0	Yes	Yes	No	1		77.7%	1.97%	T3-3	Yes	Tier-3
3786	ESD112	Ridgefield SD	Union Ridge Elementary	P	K-6	612	27.3	Yes	Yes	No	1		68.6%	-0.75%	T3-26	No: -0.8%	Tier-3
4033	ESD101	Riverside SD	Riverside Elementary	P	PK-5	426	51.6	Yes	Yes	Yes	1		62.4%	1.76%	T3-91	Yes	Tier-3
3801	ESD113	Rochester SD	Grand Mound Elementary	P	3/5	512	50.2	Yes	Yes	No	2		66.3%	-1.28%	T3-48	No: -1.3%	Tier-3
3090	ESD105	Royal SD	Red Rock Elementary	P	K-5	720	83.5	Yes	Yes	No	4		50.0%	-1.16%	T3-300	No: -1.2%	Tier-3
3516	ESD105	Royal SD	Royal High School	P	9/12	327	70.6	Yes	Yes	No	1	75.0%	69.9%	-2.71%	T3-57	No: -2.7%	Tier-3
3620	ESD105	Royal SD	Royal Middle School	P	6/8	309	79.6	Yes	Yes	Yes	3		49.4%	4.01%	T3-283	Yes	Tier-3
3774	ESD121	Seattle PS	Aki Kurose Middle School	P	6/8	421	76.5	Yes	Yes	No	5		37.4%	5.03%	T3-410	Yes	Tier-3
2199	ESD121	Seattle PS	Concord Elementary School	P	PK-5	311	85.2	Yes	Yes	Yes	1		51.1%	2.40%	T3-271	Yes	Tier-3
3803	ESD121	Seattle PS	Dearborn Park Elementary School	P	K-5	357	78.7	Yes	Yes	No	2		41.6%	-6.62%	T3-375	No: -6.6%	Tier-3
2321	ESD121	Seattle PS	Dunlap Elementary School	P	PK-5	358	86.6	Yes	Yes	No	1		51.2%	-3.55%	T3-275	No: -3.5%	Tier-3
2118	ESD121	Seattle PS	Emerson Elementary School	P	K-5	398	83.9	Yes	Yes	No	1		43.0%	-2.82%	T3-373	No: -2.8%	Tier-3
2307	ESD121	Seattle PS	Gatzert Elementary School	P	PK-5	303	94.1	Yes	Yes	No	2		44.8%	-3.15%	T3-344	No: -3.2%	Tier-3
2269	ESD121	Seattle PS	Highland Park Elementary School	P	PK-5	413	76.0	Yes	Yes	No	2		55.9%	-0.02%	T3-198	Yes	Tier-3
3478	ESD121	Seattle PS	Kimball Elementary School	P	K-5	484	58.1	Yes	Yes	No	2		67.1%	-1.07%	T3-49	No: -1.1%	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
2121	ESD121	Seattle PS	Leschi Elementary School	P	K-5	280	77.9	Yes	Yes	No	1		52.4%	-9.13%	T3-233	No: -9.1%	Tier-3
2069	ESD121	Seattle PS	Madrona	P	PK-8	409	74.6	Yes	Yes	No	4		45.6%	-0.75%	T3-361	No: -0.8%	Tier-3
3027	ESD121	Seattle PS	Northgate Elementary School	P	PK-5	250	85.2	Yes	Yes	No	2		42.2%	-2.47%	T3-383	No: -2.5%	Tier-3
2976	ESD121	Seattle PS	Olympic Hills Elementary School	P	PK-5	229	71.2	Yes	Yes	No	1		53.6%	-9.41%	T3-226	No: -9.4%	Tier-3
3157	ESD121	Seattle PS	Roxhill Elementary School	P	PK-5	257	82.1	Yes	Yes	No	1		49.1%	-0.58%	T3-304	No: -0.6%	Tier-3
2141	ESD121	Seattle PS	Thurgood Marshall Elementary	P	PK-5	271	86.7	Yes	Yes	No	2		42.1%	3.16%	T3-379	Yes	Tier-3
2120	ESD121	Seattle PS	Van Asselt Elementary School	P	K-5	498	83.9	Yes	Yes	No	2		60.6%	-2.36%	T3-109	No: -2.4%	Tier-3
3581	ESD121	Seattle PS	Wing Luke Elementary School	P	K-5	326	81.3	Yes	Yes	No	1		51.8%	-0.93%	T3-263	No: -0.9%	Tier-3
3181	ESD189	Sedro-Woolley SD	Cascade Middle School	P	7/8	622	43.6	Yes	Yes	No	2		54.6%	-2.90%	T3-215	No: -2.9%	Tier-3
2380	ESD189	Sedro-Woolley SD	Central Elementary School	P	K-6	418	57.9	Yes	Yes	No	2		48.0%	1.32%	T3-318	Yes	Tier-3
3942	ESD189	Sedro-Woolley SD	Evergreen Elementary School	P	K-6	512	53.9	Yes	Yes	No	2		57.0%	3.49%	T3-179	Yes	Tier-3
2774	ESD189	Sedro-Woolley SD	Mary Purcell Elementary School	P	K-6	373	59.0	Yes	Yes	No	1		50.7%	4.55%	T3-285	Yes	Tier-3
2716	ESD105	Selah SD	John Campbell Elementary School	P	PK-4	515	40.0	Yes	Yes	No	2		62.1%	-0.82%	T3-84	No: -0.8%	Tier-3
3265	ESD105	Selah SD	Robert S Lince Elementary	P	PK-4	638	48.0	Yes	Yes	No	2		67.3%	-2.52%	T3-40	No: -2.5%	Tier-3
4378	ESD114	Sequim SD	Greywolf Elementary School	P	K-5	597	45.4	Yes	Yes	No	1		63.7%	-3.04%	T3-67	No: -3.0%	Tier-3
3291	ESD113	Shelton SD	Bordeaux Elementary School	P	PK-5	509	68.6	Yes	Yes	No	1		58.9%	-6.07%	T3-141	No: -6.1%	Tier-3
2745	ESD113	Shelton SD	Evergreen Elementary School	P	PK-5	445	86.7	Yes	Yes	No	2		48.4%	2.41%	T3-308	Yes	Tier-3
2703	ESD121	Shoreline SD	Ridgecrest Elementary	P	K-6	496	24.2	Yes	Yes	No	1		75.5%	-1.20%	T3-5	No: -1.2%	Tier-3
4366	ESD189	Snohomish SD	Cascade View Elementary	P	K-6	498	24.5	Yes	Yes	No	1		66.4%	3.01%	T3-46	Yes	Tier-3
3005	ESD189	Snohomish SD	Emerson Elementary	P	3/6	428	40.2	Yes	Yes	No	2		58.8%	-4.21%	T3-136	No: -4.2%	Tier-3
2694	ESD171	Soap Lake SD	Soap Lake Elementary	P	K-5	220	70.9	Yes	Yes	No	1		45.3%	-0.78%	T3-354	No: -0.8%	Tier-3
3089	ESD171	Soap Lake SD	Soap Lake Middle & High School	P	6/12	233	71.2	Yes	Yes	No	1		37.9%	-3.34%	T3-414	No: -3.3%	Tier-3
2804	ESD113	South Bend SD	Chauncey Davis Elementary	P	K-6	277	70.8	Yes	Yes	No	1		52.1%	1.90%	T3-257	Yes	Tier-3
4029	ESD114	South Kitsap SD	Burley Glenwood Elementary	P	K-6	464	39.4	Yes	Yes	No	1		62.0%	2.16%	T3-82	Yes	Tier-3
2650	ESD114	South Kitsap SD	Orchard Heights Elementary	P	K-6	642	47.4	Yes	Yes	No	2		58.4%	1.06%	T3-155	Yes	Tier-3
4349	ESD114	South Kitsap SD	Sidney Glen Elementary School	P	K-6	680	49.7	Yes	Yes	No	2		62.7%	2.26%	T3-79	Yes	Tier-3
4321	ESD189	South Whidbey SD	South Whidbey Elementary	P	PK-5	666	28.4	Yes	Yes	No	1		70.4%	0.93%	T3-21	Yes	Tier-3
2381	ESD101	Spokane SD	Arlington Elementary	P	K-6	557	67.9	Yes	Yes	Yes	1		58.4%	0.50%	T3-160	Yes	Tier-3
2128	ESD101	Spokane SD	Audubon Elementary	P	PK-6	472	79.0	Yes	Yes	No	2		56.2%	-0.41%	T3-195	No: -0.4%	Tier-3
3758	ESD101	Spokane SD	Garry Middle School	P	7/8	573	74.0	Yes	Yes	No	2		45.6%	4.16%	T3-349	Yes	Tier-3
2056	ESD101	Spokane SD	Holmes Elementary	P	PK-6	389	91.5	Yes	Yes	No	1		47.6%	1.46%	T3-326	Yes	Tier-3
3190	ESD101	Spokane SD	Linwood Elementary	P	PK-6	393	67.2	Yes	Yes	No	1		61.0%	-1.42%	T3-110	No: -1.4%	Tier-3
3718	ESD101	Spokane SD	Longfellow Elementary	P	K-6	531	80.0	Yes	Yes	No	1		61.8%	3.54%	T3-102	Yes	Tier-3
3257	ESD101	Spokane SD	Shaw Middle School	P	7/8	605	79.5	Yes	Yes	No	1		51.2%	1.39%	T3-278	Yes	Tier-3
2110	ESD101	Spokane SD	Sheridan Elementary	P	PK-6	503	82.5	Yes	Yes	No	1		59.3%	-4.91%	T3-140	No: -4.9%	Tier-3
2108	ESD101	Spokane SD	Stevens Elementary	P	PK-6	524	91.4	Yes	Yes	No	1		59.3%	2.49%	T3-143	Yes	Tier-3
2109	ESD101	Spokane SD	Willard Elementary	P	PK-6	577	66.0	Yes	Yes	No	2		64.3%	1.84%	T3-68	Yes	Tier-3
4402	ESD121	Sumner SD	Liberty Ridge Elementary	P	K-5	475	46.3	Yes	Yes	No	1		65.2%	-1.24%	T3-59	No: -1.2%	Tier-3
3499	ESD121	Sumner SD	Sumner Middle School	P	6/8	703	32.3	Yes	Yes	No	2		58.4%	0.82%	T3-138	Yes	Tier-3
4000	ESD105	Sunnyside SD	Chief Kamiakin Elementary School	P	PK-5	643	92.2	Yes	Yes	No	2		42.0%	-2.67%	T3-395	No: -2.7%	Tier-3
3313	ESD105	Sunnyside SD	Harrison Middle School	P	6/8	693	85.6	Yes	Yes	No	2		36.8%	-1.52%	T3-418	No: -1.5%	Tier-3
2469	ESD105	Sunnyside SD	Outlook Elementary School	P	K-5	554	84.8	Yes	Yes	No	2		39.9%	-0.65%	T3-407	No: -0.6%	Tier-3
4497	ESD105	Sunnyside SD	Pioneer Elementary School	P	PK-5	698	85.5	Yes	Yes	No	2		48.4%	-2.57%	T3-315	No: -2.6%	Tier-3
5049	ESD105	Sunnyside SD	Sierra Vista Middle School	P	6/8	666	90.4	Yes	Yes	No	2		41.0%	-0.13%	T3-399	Yes	Tier-3
2717	ESD105	Sunnyside SD	Washington Elementary	P	PK-5	622	83.8	Yes	Yes	No	2		54.1%	-0.17%	T3-220	Yes	Tier-3
2094	ESD121	Tacoma SD	Blix Elementary	P	PK-5	343	83.7	Yes	Yes	No	2		54.2%	-1.64%	T3-230	No: -1.6%	Tier-3
3646	ESD121	Tacoma SD	Boze	P	PK-5	393	83.0	Yes	Yes	No	2		48.9%	-0.90%	T3-311	No: -0.9%	Tier-3
2871	ESD121	Tacoma SD	Edison	P	PK-5	571	76.5	Yes	Yes	No	1		51.6%	-3.01%	T3-264	No: -3.0%	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
2772	ESD121	Tacoma SD	Fawcett	P	K-5	408	68.4	Yes	Yes	No	1		61.7%	1.17%	T3-96	Yes	Tier-3
2377	ESD121	Tacoma SD	Gray	P	6/8	574	70.2	Yes	Yes	No	4		42.9%	-0.07%	T3-381	Yes	Tier-3
5066	ESD121	Tacoma SD	Helen B. Stafford Elementary	P	PK-5	456	72.6	Yes	Yes	No	1		52.1%	-2.69%	T3-248	No: -2.7%	Tier-3
2215	ESD121	Tacoma SD	Lincoln	P	9/12	1590	67.9	Yes	No	No	5	65.6%	41.0%	3.36%	T3-333	Yes	Tier-3
2771	ESD121	Tacoma SD	Lister	P	PK-5	396	80.1	Yes	Yes	No	2		53.2%	-3.55%	T3-240	No: -3.5%	Tier-3
2336	ESD121	Tacoma SD	Lyon	P	PK-5	256	71.1	Yes	Yes	No	1		51.0%	-4.19%	T3-273	No: -4.2%	Tier-3
2252	ESD121	Tacoma SD	Manitou Park	P	PK-5	593	69.0	Yes	Yes	No	1		54.9%	-2.90%	T3-203	No: -2.9%	Tier-3
2941	ESD121	Tacoma SD	Mann	P	PK-5	478	67.2	Yes	Yes	No	1		50.7%	-1.42%	T3-291	No: -1.4%	Tier-3
3453	ESD121	Tacoma SD	McCarver	P	PK-5	408	91.2	Yes	Yes	No	2		50.3%	-0.23%	T3-286	Yes	Tier-3
2806	ESD121	Tacoma SD	Reed	P	PK-5	498	77.7	Yes	Yes	No	1		46.2%	-3.52%	T3-351	No: -3.5%	Tier-3
2168	ESD121	Tacoma SD	Sheridan	P	PK-5	592	77.5	Yes	Yes	No	2		49.2%	-4.45%	T3-302	No: -4.5%	Tier-3
2358	ESD121	Tacoma SD	Stanley	P	PK-5	336	81.3	Yes	Yes	No	1		54.8%	-0.63%	T3-213	No: -0.6%	Tier-3
2874	ESD121	Tacoma SD	Whitman	P	PK-5	419	65.6	Yes	Yes	No	1		56.3%	-2.62%	T3-183	No: -2.6%	Tier-3
2998	ESD113	Toledo SD	Toledo Elementary School	P	PK-5	381	58.5	Yes	Yes	No	1		59.0%	-5.01%	T3-133	No: -5.0%	Tier-3
3176	ESD171	Tonasket SD	Tonasket Elementary School	P	PK-5	456	71.7	Yes	Yes	No	1		54.1%	-1.55%	T3-228	No: -1.6%	Tier-3
2679	ESD171	Tonasket SD	Tonasket High School	P	9/12	345	67.0	Yes	Yes	No	2	80.8%	62.3%	4.64%	T3-119	Yes	Tier-3
2608	ESD105	Toppenish SD	Garfield Elementary School	P	K-5	399	100.0	Yes	Yes	No	2		49.1%	-2.37%	T3-310	No: -2.4%	Tier-3
4106	ESD105	Toppenish SD	Kirkwood Elementary School	P	K-5	441	100.0	Yes	Yes	No	5		47.2%	-2.80%	T3-337	No: -2.8%	Tier-3
2635	ESD105	Toppenish SD	Lincoln Elementary School	P	K-5	416	99.8	Yes	Yes	No	2		45.6%	-7.05%	T3-355	No: -7.1%	Tier-3
2900	ESD105	Toppenish SD	Toppenish High School	P	9/12	732	92.4	Yes	Yes	No	5	82.0%	55.1%	0.78%	T3-207	Yes	Tier-3
2264	ESD105	Toppenish SD	Toppenish Middle School	P	6/8	665	92.8	Yes	Yes	No	5		43.6%	2.25%	T3-366	Yes	Tier-3
2160	ESD123	Touchet SD	Touchet Elem & High School	P	K-12	301	61.1	Yes	Yes	No	1		55.0%	-2.63%	T3-190	No: -2.6%	Tier-3
3226	ESD121	Tukwila SD	Cascade View Elementary	P	PK-5	424	93.9	Yes	Yes	No	2		45.5%	3.29%	T3-350	Yes	Tier-3
2564	ESD121	Tukwila SD	Showalter Middle School	P	6/8	664	71.8	Yes	Yes	No	4		39.9%	3.19%	T3-404	Yes	Tier-3
3635	ESD121	Tukwila SD	Thorndyke Elementary	P	PK-5	427	84.5	Yes	Yes	No	2		46.2%	5.76%	T3-343	Yes	Tier-3
4365	ESD113	Tumwater SD	East Olympia Elementary	P	K-6	450	25.8	Yes	Yes	Yes	1		68.4%	2.85%	T3-33	Yes	Tier-3
3199	ESD113	Tumwater SD	Peter G Schmidt Elementary	P	K-6	587	27.8	Yes	Yes	No	2		68.9%	0.91%	T3-29	Yes	Tier-3
2714	ESD105	Union Gap SD	Union Gap School	P	PK-8	610	82.6	Yes	Yes	No	2		49.4%	-3.39%	T3-301	No: -3.4%	Tier-3
2637	ESD112	Vancouver SD	Fruit Valley Elementary School	P	K-5	234	82.1	Yes	Yes	No	1		40.7%	1.83%	T3-401	Yes	Tier-3
3424	ESD112	Vancouver SD	George C Marshall Elementary	P	K-5	380	51.1	Yes	Yes	No	1		64.3%	-2.21%	T3-62	No: -2.2%	Tier-3
2643	ESD112	Vancouver SD	Harney Elementary School	P	K-5	379	70.2	Yes	Yes	No	1		47.2%	-2.52%	T3-341	No: -2.5%	Tier-3
3735	ESD112	Vancouver SD	Harry S Truman Elementary School	P	K-5	527	52.2	Yes	Yes	No	1		63.1%	0.44%	T3-78	Yes	Tier-3
2610	ESD112	Vancouver SD	Hough Elementary School	P	K-5	299	58.5	Yes	Yes	No	1		51.5%	5.86%	T3-255	Yes	Tier-3
2318	ESD112	Vancouver SD	Lincoln Elementary School	P	K-5	440	58.4	Yes	Yes	No	1		60.3%	-3.61%	T3-106	No: -3.6%	Tier-3
3734	ESD112	Vancouver SD	Martin Luther King Elementary	P	K-5	522	84.1	Yes	Yes	No	1		48.3%	-5.03%	T3-312	No: -5.0%	Tier-3
2723	ESD112	Vancouver SD	Minnehaha Elementary School	P	K-5	527	59.8	Yes	Yes	No	1		54.3%	-3.44%	T3-223	No: -3.4%	Tier-3
2644	ESD112	Vancouver SD	Peter S Ogden Elementary	P	K-5	478	73.6	Yes	Yes	No	1		52.7%	-4.24%	T3-236	No: -4.2%	Tier-3
4410	ESD112	Vancouver SD	Roosevelt Elementary School	P	K-5	700	79.7	Yes	Yes	No	2		54.6%	-1.42%	T3-218	No: -1.4%	Tier-3
3016	ESD112	Vancouver SD	Sarah J Anderson Elementary	P	K-5	756	44.3	Yes	Yes	No	2		58.4%	0.30%	T3-148	Yes	Tier-3
2828	ESD112	Vancouver SD	Walnut Grove Elementary	P	K-5	723	51.2	Yes	Yes	No	1		59.8%	-2.04%	T3-112	No: -2.0%	Tier-3
3565	ESD112	Vancouver SD	Washington Elementary	P	K-5	390	85.6	Yes	Yes	No	1		53.5%	-0.40%	T3-225	No: -0.4%	Tier-3
4490	ESD105	Wahluke SD	Saddle Mountain Intermediate	P	2/4	502	85.5	Yes	Yes	No	5		38.4%	1.23%	T3-406	Yes	Tier-3
4254	ESD105	Wahluke SD	Wahluke High School	P	9/12	501	72.9	Yes	Yes	No	5	83.6%	46.6%	-7.62%	T3-245	No: -7.6%	Tier-3
3510	ESD123	Walla Walla SD	Garrison Middle School	P	6/8	610	56.2	Yes	Yes	No	2		49.8%	-0.99%	T3-296	No: -1.0%	Tier-3
2078	ESD123	Walla Walla SD	Green Park Elementary School	P	PK-5	466	68.9	Yes	Yes	No	2		59.7%	-0.22%	T3-111	Yes	Tier-3
3728	ESD123	Walla Walla SD	Sharpstein Elementary School	P	K-5	480	63.5	Yes	Yes	No	1		58.1%	-4.92%	T3-152	No: -4.9%	Tier-3
4518	ESD105	Wapato SD	Adams Elementary	P	K-5	370	88.9	Yes	Yes	No	1		51.9%	-2.70%	T3-269	No: -2.7%	Tier-3
2960	ESD105	Wapato SD	Camas Elementary	P	K-5	565	92.0	Yes	Yes	No	2		41.5%	-0.41%	T3-396	No: -0.4%	Tier-3

School Improvement List of Tier I, II and III Schools

Tier III Schools

School Code	ESD	District	School	School Type	Grade Span	Enrollment	Poverty Percent 2010	Title I Eligible	Title I Served	AYP 2009	Improvement Step	3-Yr Average Grad Rate	3-Yr Reading & Math Proficiency	3-Yr Improvement Rate (combined Reading and Math)	Ranking Within Tier	Improvement Trend Better than State? (change / year)	Tier Assignment
2757	ESD105	Wapato SD	Satus Elementary	P	PK-5	644	89.0	Yes	Yes	No	2		44.9%	-2.18%	T3-368	No: -2.2%	Tier-3
3141	ESD105	Wapato SD	Wapato High School	P	9/12	902	85.0	Yes	Yes	No	4	77.2%	46.9%	-0.57%	T3-287	No: -0.6%	Tier-3
2792	ESD171	Warden SD	Warden Elementary	P	PK-5	475	81.7	Yes	Yes	No	2		43.6%	-6.43%	T3-371	No: -6.4%	Tier-3
3273	ESD171	Warden SD	Warden High School	P	9/12	290	68.6	Yes	Yes	No	1	85.5%	53.9%	-0.17%	T3-206	Yes	Tier-3
3909	ESD171	Warden SD	Warden Middle School	P	6/8	200	75.0	Yes	Yes	No	2		39.5%	-4.62%	T3-405	No: -4.6%	Tier-3
2509	ESD112	Washougal SD	Hathaway Elementary	P	K-5	458	57.9	Yes	Yes	No	1		60.0%	4.64%	T3-129	Yes	Tier-3
4207	ESD112	Washougal SD	Jemtegaard Middle School	P	6/8	493	41.0	Yes	Yes	No	2		58.4%	-1.52%	T3-139	No: -1.5%	Tier-3
2162	ESD171	Waterville SD	Waterville High School	P	7/12	162	51.9	Yes	Yes	No	1		48.4%	4.40%	T3-290	Yes	Tier-3
4232	ESD101	Wellpinit SD	Wellpinit Middle School	P	6/8	65	73.9	Yes	Yes	No	1		39.8%	-0.39%	T3-384	No: -0.4%	Tier-3
3209	ESD171	Wenatchee SD	Abraham Lincoln Elementary	P	K-5	528	74.2	Yes	Yes	No	1		50.6%	-5.93%	T3-281	No: -5.9%	Tier-3
4432	ESD171	Wenatchee SD	Foothills Middle School	P	6/8	577	40.4	Yes	Yes	No	2		64.4%	-1.74%	T3-64	No: -1.7%	Tier-3
4423	ESD171	Wenatchee SD	John Newbery Elementary	P	K-5	525	48.0	Yes	Yes	Yes	1		68.3%	0.96%	T3-34	Yes	Tier-3
3370	ESD171	Wenatchee SD	Orchard Middle School	P	6/8	486	59.9	Yes	Yes	No	2		57.3%	1.30%	T3-163	Yes	Tier-3
3210	ESD171	Wenatchee SD	Pioneer Middle School	P	6/8	594	60.4	Yes	Yes	No	4		57.4%	1.57%	T3-158	Yes	Tier-3
3538	ESD101	West Valley SD (Spokane)	Centennial Middle School	P	6/8	584	52.9	Yes	Yes	No	1		56.8%	-1.09%	T3-168	No: -1.1%	Tier-3
3555	ESD113	White Pass SD	White Pass Elementary School	P	K-6	213	64.3	Yes	Yes	No	1		52.2%	-1.90%	T3-246	No: -1.9%	Tier-3
2997	ESD112	White Salmon Valley SD	Hulan L Whitson Elem	P	K-4	512	56.1	Yes	Yes	No	1		61.6%	-3.59%	T3-90	No: -3.6%	Tier-3
2290	ESD113	Winlock SD	Winlock Miller Elementary	P	PK-5	318	81.5	Yes	Yes	No	1		55.6%	2.06%	T3-194	Yes	Tier-3
2116	ESD105	Yakima SD	Davis High School	P	9/12	1913	74.2	Yes	Yes	No	5	85.4%	48.2%	0.77%	T3-274	Yes	Tier-3
3206	ESD105	Yakima SD	Eisenhower High School	P	9/12	2036	60.3	Yes	Yes	No	5	87.5%	56.5%	-3.00%	T3-186	No: -3.0%	Tier-3
2410	ESD105	Yakima SD	Franklin Middle School	P	6/8	838	83.1	Yes	Yes	No	5		50.7%	-3.90%	T3-261	No: -3.9%	Tier-3
2176	ESD105	Yakima SD	Garfield Elementary School	P	K-5	524	95.4	Yes	Yes	No	2		42.5%	-2.99%	T3-385	No: -3.0%	Tier-3
2818	ESD105	Yakima SD	Gilbert Elementary School	P	K-5	460	71.1	Yes	Yes	No	2		56.8%	0.08%	T3-173	Yes	Tier-3
2715	ESD105	Yakima SD	Hoover Elementary School	P	K-5	601	88.5	Yes	Yes	No	4		44.0%	-1.00%	T3-376	No: -1.0%	Tier-3
3615	ESD105	Yakima SD	Lewis & Clark Middle School	P	6/8	712	89.2	Yes	Yes	No	5		40.2%	1.79%	T3-392	Yes	Tier-3
3817	ESD105	Yakima SD	Martin Luther King Jr Elementary	P	K-5	524	95.2	Yes	Yes	No	5		36.8%	1.67%	T3-420	Yes	Tier-3
2899	ESD105	Yakima SD	Mcclure Elementary School	P	K-5	619	78.7	Yes	Yes	No	2		57.8%	-0.51%	T3-151	No: -0.5%	Tier-3
2177	ESD105	Yakima SD	Mckinley Elementary School	P	K-5	444	88.7	Yes	Yes	No	2		44.2%	0.33%	T3-377	Yes	Tier-3
2433	ESD105	Yakima SD	Ridgeview Elementary	P	K-5	525	89.7	Yes	Yes	No	1		52.4%	0.48%	T3-250	Yes	Tier-3
3264	ESD105	Yakima SD	Robertson Elementary	P	K-5	491	88.0	Yes	Yes	No	2		56.6%	-3.31%	T3-170	No: -3.3%	Tier-3
2529	ESD105	Yakima SD	Roosevelt Elementary School	P	K-5	516	86.8	Yes	Yes	No	1		46.0%	-0.65%	T3-360	No: -0.6%	Tier-3
3368	ESD105	Yakima SD	Wilson Middle School	P	6/8	721	67.8	Yes	Yes	No	2		51.8%	-1.20%	T3-252	No: -1.2%	Tier-3
4451	ESD113	Yelm SD	Mill Pond Elementary School	P	K-6	509	37.9	Yes	Yes	No	1		74.0%	3.88%	T3-11	Yes	Tier-3
2783	ESD105	Zillah SD	Hilton Elementary School	P	PK-3	384	58.6	Yes	Yes	No	1		64.1%	-4.52%	T3-94	No: -4.5%	Tier-3
4221	ESD105	Zillah SD	Zillah Intermediate School	P	4/6	313	53.7	Yes	Yes	No	1		50.4%	0.83%	T3-289	Yes	Tier-3
4481	ESD105	Zillah SD	Zillah Middle School	P	7/8	209	53.1	Yes	Yes	No	1		52.1%	-6.17%	T3-242	No: -6.2%	Tier-3

Inserted due to US Dept. of Ed requirement to Place all Tier-1 Candidates removed due to N<30 onto Tier-3

1596	ESD121	Seattle PS	Secondary Bilingual Orientation Center	A	6/12	258	93.4	Yes	Yes	No	4					Yes	Tier-3:N<30(Tier 1)
3912	ESD123	Pasco SD	New Horizons High School	A	6/12	199	80.4	Yes	Yes	No	4					Yes	Tier-3:N<30(Tier 1)
3426	ESD171	Quincy SD	George Elementary	P	K-4	113	91.2	Yes	Yes	No	2					Yes	Tier-3:N<30(Tier 1)
1508	ESD105	Toppenish SD	Eagle High School	A	6/12	127	98.4	Yes	Yes	No	1					Yes	Tier-3:N<30(Tier 1)
3857	ESD113	Aberdeen SD	Harbor High School	A	9/12	133	77.4	Yes	Yes	No	4					Yes	Tier-3:N<30(Tier 1)
4022	ESD105	Wapato SD	Pace Alternative High School	A	6/12	109	81.7	Yes	Yes	No	4					Yes	Tier-3:N<30(Tier 1)
1506	ESD171	Quincy SD	Quincy High Tech High	A	9/12	60	86.7	Yes	Yes	Yes	3					Yes	Tier-3:N<30(Tier 1)
2041	OSPI	Clover Park SD	Firwood	I	4/12	52	100.0	Yes	Yes	No	2					Yes	Tier-3:N<30(Tier 1)
3778	ESD121	Seattle PS	South Lake High School	A	9/12	145	78.6	Yes	Yes	No	2					Yes	Tier-3:N<30(Tier 1)
1574	ESD112	Vancouver SD	Fir Grove Childrens Center	S	1/12	63	69.8	Yes	Yes	Yes	1					Yes	Tier-3:N<30(Tier 1)
1629	ESD113	Elma SD	East Grays Harbor High School	A	9/12	50	58.0	Yes	Yes	Yes	1					Yes	Tier-3:N<30(Tier 1)
1737	ESD114	Bremerton SD	Renaissance Alternative High School	A	9/12	135	66.7	Yes	Yes	No	1					Yes	Tier-3:N<30(Tier 1)
5038	ESD171	Lake Chelan SD	Chelan Prepatory High School	A	9/12	70	92.9	Yes	Yes	Yes	1					Yes	Tier-3:N<30(Tier 1)

Attachment 4:

Copy of
LEA Instructions and Application Form for School Improvement Grants

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

1003(g) School Improvement Grant (SIG)
District Application
Due 5:00 p.m., Friday, March 5, 2010

INSTRUCTIONS FOR *SCHOOL IMPROVEMENT GRANTS* FORM PACKAGE 519 or 520

Please carefully read the following information before responding to the questions in the *School Improvement Grant (SIG)* application for Form Package 519 or 520.

- **To prepare districts for implementing school intervention models and improvement activities in the 2010-11 school year, a portion of *SIG* funds will be available in spring of the 2009-10 school year.**
- **Successful applicants may be eligible to renew their *SIG* grants for up to two additional one-year periods (2011-12 and 2012-13) of funding.**
- **Districts will be informed by OSPI regarding which form package to complete: either 519 or 520. The application on each form package is identical.**
- **Directions:**
  - **Refer to Form Package 519 to create a Word document corresponding to the *SIG* application; complete your responses on the Word document.**
  - **Once notified of the specific form package (i.e., 519 or 520), paste your responses from the Word document into the corresponding questions in the assigned form package.**

PURPOSE of GRANT

A total of $3.546 billion is available nation-wide for federal *School Improvement Grants (SIGs)* from the combined American Recovery and Reinvestment Act (ARRA) and Fiscal Year 2009 funds appropriated under the Elementary and Secondary Education Act (ESEA). The purpose of these funds is to turn around the lowest 5% of persistently low-achieving Title I schools and Title I-eligible secondary schools, so that these schools make adequate yearly progress (AYP) and exit improvement status. More information may be found at: http://www2.ed.gov/programs/sif/applicant.html.

Based on federal guidelines, *SIG* funds will be used in Washington State to:

- Provide financial resources to qualifying districts to implement selected intervention model(s) in identified Tier I and Tier II schools with strict fidelity, per federal regulations (see definitions of Tier I Schools and Tier II Schools below in *Criteria for Awarding SIGs to Districts*).
- Provide financial resources to qualifying districts to support activities and services in identified Tier III schools, per federal regulations (see definition of Tier III Schools below in *Criteria for Awarding SIGs to Districts)*.

- Provide technical assistance and training to use an OSPI-specified online tool for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts.
- Build school and district capacity to implement one of the four intervention models prescribed in federal guidelines (see *Criteria for Awarding SIGs to Districts* below for a description of the four intervention models).
- Develop effective structures and conditions in schools and districts essential to continuous improvement of teaching and learning and to sustain reforms after the funding period ends.

CRITERIA FOR AWARDING *SIGs* TO DISTRICTS

Based on federal guidelines, *School Improvement Grants (SIGs)* are available to districts which 1) demonstrate greatest need; and 2) provide evidence of strongest commitment to use *SIG* funds to raise substantially student achievement and, if applicable, graduation rates, and exhibit capacity to implement and sustain reforms over time. Definitions of *Persistently Lowest-achieving Schools, Greatest Need, Required Interventions,* and *Strongest Commitment* follow:

- *Persistently Lowest-achieving Schools:* Schools with three consecutive years of data in the lowest 5% in both reading and mathematics and secondary schools with a weighted average of graduation rates less than 60% over a three-year period.
    - Weighting is equal between reading and mathematics.
    - Weighting is equal between elementary and secondary schools.
    - Graduation rate weighted-average is based on the number of students for each year.
    - Graduation rate is calculated as required in Guidance on School Improvement Grants, January 21, 2010 consistent with C.F.R. § 200.19(b)

- *Greatest Need*: To determine greatest need, federal guidelines segment schools into three categories: Tier I, Tier II, and Tier III. Districts must implement one of four required interventions in the Tier I and Tier II schools it commits to serve.
    - **Tier I Schools**: Final requirements under section 1003(g) of the Elementary and Secondary Education Act (ESEA) specify that *SIG*s will be available to a State's lowest 5% of persistently lowest-achieving Title I schools identified for improvement, corrective action, or restructuring. Title I high schools in improvement with graduation rates less than 60% over time are also included in this category. Additionally, new guidance enabled OSPI to include in this Tier those Title I eligible elementary schools that are 1) no higher-achieving than the highest-achieving school that is defined as a "persistently lowest-achieving school" in Tier I and 2) in the bottom 20% of all schools in the state based on proficiency rates or have not made AYP for two consecutive years in this Tier.
    - **Tier II Schools**: Federal requirements allow for *SIG* funds to be used in the State's lowest 5% of persistently lowest-achieving secondary schools that are eligible for but do not receive Title I, Part A funds. Tier II also includes Title I-eligible high schools with graduation rates less than 60% over time. Additionally, new guidance enabled OSPI to include in this Tier those Title I eligible secondary schools that are 1) no higher-achieving than the highest-achieving school that is defined as a "persistently lowest-achieving school" in Tier II and 2) in the bottom 20% of all schools in the state based on proficiency rates or have not made AYP for two consecutive years.

- **Tier III Schools**: Guidelines allow grants to Title I schools in improvement, corrective action, or restructuring that are not among the persistently lowest-achieving schools. New guidance enabled OSPI to also include in this Tier those Title I eligible schools that 1) do not meet the requirements to be a Tier I or Tier II school, and 2) are in the bottom 20% of all schools in the state based on proficiency rates or have not made AYP for two consecutive years.

- *Required Interventions*: *SIGs* will be awarded to eligible districts committing to implement one of the following four federally-defined school intervention models in their Tier I and Tier II schools. *Note:* Tier I and Tier III schools in which a Turnaround or Restart model is applied will "start over" in the school improvement timeline, if the United States Department of Education's (ED) approves the State's waiver for this specific option.
    - **Turnaround model**, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).
    - **Restart model**[1], in which a district converts the school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process.
    - **School closure**, in which the district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.
    - **Transformation model**, which addresses four areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness, implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Please see the attached table titled *Four Federal Intervention Models* for an overview of the required and permissible activities for the Turnaround and Transformation models.

- *Strongest Commitment*: In addition to *Greatest Need,* federal guidelines require States to look at *Strongest Commitment* and *Capacity* of the district to serve identified schools. The State must consider, at a minimum, the extent to which the application shows the district's efforts and/or plans to:
    - Analyze school needs and match interventions to those needs.
    - Design interventions consistent with the four intervention model(s) described in *Criteria for Awarding SIGs to Districts* above.
    - Recruit, screen, and select external providers to ensure quality.
    - Embed interventions in longer-term plans to sustain gains in achievement.
    - Align other resources with the interventions.
    - Modify practices, if necessary, to enable it to implement the interventions fully and effectively.
    - Sustain the reforms after the funding period ends.

1 While Charter School Operators and Charter Management Organizations (CMOs) constitute a restart under the federal guidelines; these are not currently authorized by the Washington State Legislature.

FUNDING

Details for *SIG* funds include the following:

- Anticipated Amount of Awards for Tier I, Tier II, and Tier III Schools: Districts may apply for funding ranging from $50,000 annually to $2,000,000 annually for each **Tier I**, **Tier II** and **Tier III** school the district applies to serve (see *Sample Annual District Allocation Model* below). This higher limit, which was included by the Consolidated Appropriations Act on December 16, 2009 and published in the new School Improvement Grant *Interim* Final Requirements on January 15, 2010, permits OSPI to award directly the amount that may be necessary for successful implementation of one of the four intervention models described above in Tier I and Tier II schools. For example, a school of 500 students might require $1 million and a large, comprehensive high school might require $2 million to fully and effectively implement the intervention.
- Availability of Funds: *SIG* funds will be available in spring of the 2009-10 school year to support districts to create the conditions for implementing school intervention models and improvement activities/services in the 2010-11 school year.
- Priority: OSPI must give first priority to districts that apply to serve Tier I or Tier II schools. No funds may be awarded to any district for Tier III schools unless and until OSPI has awarded *SIG* funds to serve fully, throughout the period of availability of *SIG* funds, ALL Tier I and Tier II schools across the State that districts commit to serve and OSPI determines districts have the capacity to serve. A district with one or more Tier I schools may not receive funds to serve only its Tier III schools.
- District-level Activities: District may use *SIG* funds to conduct district-level activities designed to support implementation of the selected school intervention model(s) in the district's Tier I and Tier II schools and to support school improvement activities for each Tier III school identified in the district's application.
- As appropriate, State-level Technical Assistance: District will allow the State to holdback sufficient funds for required or requested and agreed-upon State-level technical assistance and other supportive services. Requested activities may be for implementing some of the required or permissible activities noted in the intervention models in Tier I and Tier II schools, improvement activities in Tier III schools, or associated district-level activities. Districts may also contact OSPI/DSIA regarding the use of external providers or other services which may be purchased through OSPI/DSIA.
- Renewal: Successful applicants may renew their *SIG* grants for up to two additional one-year periods of funding (2011-12 and 2012-13). To be eligible for renewal, districts will be accountable for ensuring 1) their Tier I and Tier II schools meet, or are on track to meet, annual student achievement goals for all students and for subgroups in reading and mathematics, as well as for making progress on the leading indicators; and 2) their Tier III schools are meeting annual goals (subject to approval by OSPI) outlined in their improvement plans.

  Note: In their application, districts are required to include a timeline of activities for implementing intervention(s) in Tier I and Tier II schools and improvement activities in Tier III schools they are applying to serve. In their timeline, districts should include activities in Year 2 (2011-12) and Year 3 (2012-13) which are essential to sustaining reforms after the funding period ends. The three-year proposed budget which districts are required to provide in their applications should also reflect the expectation for building capacity for sustainability to avoid "funding cliffs" and to ensure reforms will continue into 2013-14 and beyond.

Sample Annual District Allocation Model: The table below provides a sample of how a district might plan to allocate funds in Tier I, Tier II, and Tier III schools for one year.

Tier	Total # of Schools in Each Tier	Total # of Schools District Applied to Serve	Possible Award	Proposed Budget	Total Proposed Budget
I	2	2	Between $50,000 and $2 million per school	School A: $700,000 School B: $500,000	$1,200,000
II	1	1	Between $50,000 and $2 million per school	$1,000,000	$1,000,000
III	11	5	Between $50,000 and $2 million per school	$200,000/school	$1,000,000 **(See "Priority" above regarding allocating funds for Tier III schools)**
TOTAL	14	8			Up to $3,200,000 **(See "Priority" above regarding allocating funds for Tier III schools)**

Districts will be required to renew their *SIG* application annually in order to receive continuous grant funding for Years 2 and 3. In their proposed budgets for Year 2 and Year 3, districts are expected to address issues related to building capacity to sustain reforms after the funding period ends.

In the event funding for the grants is reduced or eliminated, or if program requirements are changed, the Office of Superintendent of Public Instruction (OSPI) will collaborate with districts to modify this application.

TIMELINE

The timeline for the *SIG Application* process follows:

- *SIG Solicitation of Interest Memorandum* and *SIG Initial Statement of Interest* were sent on **Thursday, January 7, 2010** to District Superintendents with Potential Tier I and Tier II Schools.
- *Statements of Interest* were due by **4:00 p.m., Friday, January 15, 2010.**
- OSPI sponsored external *School-level Needs Assessments* were scheduled for potentially identified Tier I and Tier II schools on **January 29, 2010** to be conducted throughout the **month of February, 2010** (See the section titled, *What Will Be Expected of the District?* below for more information on the external needs assessments).
- *SIG* Informational Webinar to provide details regarding the district application process and answer questions concerning *SIG* requirements was held on **Thursday, January 28, 2010.**
- District *SIG Application* and *Instructions* were published on iGrants on **Monday, February 01, 2010;** the *Scoring Guide for District SIG Applications* was included in the *Application***.**
- Final list of schools in each tier will be published on the OSPI website in **February 2010.**
- Final District *SIG* Application is due by **5:00 p.m., Friday, March 5, 2010.**
- OSPI Review of District *SIG* Applications will be held **March 8-12, 2010.**

- OSPI Interviews with District *SIG* Potential Awardees will be held **March 17-19, 2010.**
- Successful District *SIG* Awardees will be notified by **Friday, March 26, 2010.**

WHO SHOULD APPLY?

Districts that submit applications must be willing to implement with fidelity one of the four specified intervention models in identified Tier I and Tier II schools, and provide improvement activities and services in identified Tier III schools. These districts must be willing to provide evidence of *Strongest Commitment* as defined in *Criteria for Awarding SIGs to Districts* above. Finally, districts must be willing to engage in assessment, data collection, evaluation, and other activities described in the *Assurances* in the *School Improvement Grant* application.

WHAT WILL BE EXPECTED OF THE DISTRICT?

In the Application Process:

Districts must submit their completed *School Improvement Grant Application* to OSPI on iGrants by **5:00 p.m. on Friday, March 5, 2010**. Districts are required to complete the following actions *prior* to submitting their application:

- Identify *Participating* Schools: Only Title I schools and Title I-eligible secondary schools identified by OSPI as a Tier I, Tier II or Tier III school may be served by *SIG* funds. In its application, each district will identify school(s) it will apply to serve and demonstrate capacity to do so; the district may decide it can best impact student achievement by focusing on a subset of its eligible schools.
- Conduct External *School-level Needs Assessments* for Identified Tier I and Tier II Schools: Districts must arrange to have an OSPI-sponsored external *School-level Needs Assessment* completed in each Tier I and Tier II school the district is applying to serve. The *Needs Assessment* is intended to assist the district in identifying the intervention model appropriate to each school. *School-level Needs Assessments* will be scheduled during the month of February and will be completed in one day per school. The *Needs Assessment* will include a classroom observation study focusing on instructional practices within the school and a study of the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*. Other district-level practices and policies may be reviewed as part of the *School-level Needs Assessment* to identify potential barriers in district policy/practices that may impede the district's ability to implement a particular model in a Tier I or Tier II school. OSPI reserves the right to waive a *School-level Needs Assessment* requirement as part of a district's application if an OSPI external needs assessment has been conducted in the past 18 months.
- Engage Stakeholders: The iGrants application process also requires the engagement of relevant stakeholder groups, including employee associations. It will be essential to collaborate with local education associations on the matter of personnel evaluations and assignments within the specified intervention models.

Throughout the Duration of the Grant:

- Implement Intervention Models in Tier I and Tier II Schools: Participating districts must implement selected intervention model(s) with strict fidelity, per federal regulations. Federal intervention models include: Turnaround, Restart, School Closure, and Transformation. Detailed requirements for each of the four specific school intervention models are available on pages 65650-65655 of the *Final Notice* at: http://www.ed.gov/programs/sif/applicant.html.

- Support School Improvement in Tier III Schools: Districts must support school improvement activities and services identified in the *SIG* application at the school or district level for each participating Tier III school.
- Participate in On-going Assessment and Data Collection: Assurances require districts to use an OSPI-specified online tool for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Data include, but are not limited to, findings from needs assessments and analyses, classroom walk-through summary data, student and classroom assessment data and interventions, and progress toward leading indicators and other measures of performance. Details regarding leading indicators are available on page 65656 of the *Final Notice* at http://www.ed.gov/programs/sif/applicant.html. Additionally, participating districts can expect on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation of the grant.
- Hold Tier I and Tier II Schools Accountable: Districts must hold their Tier I and Tier II schools served with *SIG* funds accountable each year for meeting, or being on track to meet, achievement goals in reading and mathematics with respect to all students and each subgroup of students, and for making progress on leading indicators.
- Hold Tier III Schools Accountable: Districts must hold their Tier III schools served with *SIG* funds accountable each year for meeting improvement goals (subject to approval by OSPI).
- Participate in Required Evaluations: Districts and participating schools are required to take part in any federally required evaluations of the *School Improvement Grant*.

TECHNICAL ASSISTANCE AVAILABLE FROM OSPI

As a support to districts choosing to apply for *SIG* funds, OSPI will offer an external *District-level Needs Assessment* and action planning process using an online tool for feedback on district practices associated with supporting schools to accelerate and substantially raise student achievement. The same tool will be used for posting school intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Tools for the *District-level Needs Assessment* are aligned with OSPI's *Characteristics of Improving Districts: Themes from Research*.

Additionally, OSPI's District and School Improvement and Accountability Division (DSIA) is able to serve as a partner in delivering supportive services and technical assistance. Over the last two years, the DSIA office has developed and field tested practices in such areas as:

- Identification of *essential* standards;
- Mathematics and reading program gap analyses;
- Mathematics benchmark assessment development;
- Use of online data management systems for inputting and analyzing ongoing results from formative and summative assessments; and
- Use of classroom walkthrough processes with online data collection/management, professional development, and coaching for instructional leaders in effective classroom practices.

Interest in technical assistance for these or other practices should be further explored by working directly with OSPI's District and School Improvement and Accountability Division. Please email inquiries to SIG@k12.wa.us.

POSSIBLE LEGISLATIVE REQUIREMENT

Please note that districts with eligible and invited Tier I and Tier II schools that decline to apply for this *School Improvement Grant (SIG)* may be subject to required action within our State. Washington's State Board of Education (SBE) proposed legislation in January, 2010, to *require districts* to intervene in their Tier I and Tier II schools if *SIGs* are not pursued and the school remains in the lowest 5% in the subsequent year. These districts will be responsible for intervening in these schools using one of the four federal intervention models for the 2011-12 school year, depending on available funds. For more information regarding the SBE's proposed legislation, go to: http://www.sbe.wa.gov/documents/2010.01.04%20Final%20Accountability%20Memo.pdf

Four Federal Intervention Models

Adapted from the *Components of Four Federal Intervention Models*
developed by the Washington State Board of Education, January, 2010

There are four intervention models defined in federal guidance for *School Improvement Grants*: **Turnaround, Transformation, Closure,** and **Restart**. A district must agree to implement fully and effectively one of these interventions in each Tier I and Tier II school that the district commits to serve.

The **Closure model** does not require any of the components below, but does require that students are sent to other higher-achieving schools in the district.

The **Restart model** requires the district to convert the low-achieving school, or closes and reopen the school, under a charter organization (currently not authorized in Washington) or education management organization (EMO), which is a non-profit or for-profit organization that provides whole school operation services to a district (permissible in Washington). An EMO must be selected through a rigorous review process. A restarted school must enroll, within grades it serves, any former student who wishes to attend the school.

Highlights of Required Activities and Permissible Activities for the **Turnaround model** and **Transformation model** are described below. A **Turnaround model** may implement any of the Required Activities or Permissible Activities described in the **Transformation model.**

X = Required O = Permissible

	Turnaround	Transformation
Teachers and Leaders		
Replace the principal.	**X**	**X**
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen existing staff and select new staff.	**X**	
Screen all existing staff, rehiring no more than 50%.	**X**	
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**O**	**X**
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	**O**	**X**
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.)	**O**	**O**
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	**O**	**O**

X = Required O = Permissible		
	Turnaround	**Transformation**
Instructional and Support Strategies		
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	**X**	**X**
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	**X**	**X**
Ensure continuous use of data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	**X**	**X**
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**O**	**O**
Implement a school-wide "response to intervention" model.	**O**	**O**
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**O**	**O**
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	**O**	**O**
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**
Secondary Schools: Establish early warning systems.	**O**	**O**

X = Required O = Permissible		
	Turnaround	**Transformation**
Learning Time and Support		
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	**X**	**X**
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O** Note: Guidelines indicate school may partner with parents and community organizations to provide these services
Provide ongoing mechanisms for family and community engagement.	**O**	**X**
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**
Implement approaches to improve school climate and discipline.	**O**	**O**
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**

X = Required O = Permissible		
	Turnaround	**Transformation**
Governance		
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	**X**	**O**
Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	**X** Note: Guidelines indicate *Principal* is granted operating flexibility.	**X** Note: Guidelines indicate *School* is granted operating flexibility.
Ensure school receives intensive ongoing technical support from district, state, or external partners.	**O**	**X**
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**

NOTE: Examples of new schools which may be implemented in **Turnaround model** or **Restart model** include theme-based academies, such as STEM or dual language.

519 School Improvement Grant - ARRA (Selected Districts Only)
Fiscal Year: 09-10
Milestone: Draft (Printed 2/26/2010)

Organization: Office of Superintendent of Public Instruction

Page 1

Assurances

School Improvement Grant (SIG) Assurances

The District must assure that it will:

1. Use its School Improvement Grant to implement fully and effectively an intervention model in each Tier I and Tier II school that the District commits to serve, consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading and mathematics and measure progress on the leading indicators and locally or state determined interim assessments in order to monitor each Tier I and Tier II school that it serves with SIG funds and establish goals (approved by OSPI) to hold accountable its Tier III schools that receive school improvement funds;
3. If implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Participate in on-site monitoring and technical assistance visits to verify successes and address challenges associated with implementation;
5. Report the required school-level data in a manner determined by Office of Superintendent of Public Instruction (OSPI);
6. Utilize an OSPI-specified online tool for posting intervention plans and providing ongoing evidence of implementation and impact of intervention efforts. Data include, but are not limited to findings from needs assessments and analyses, classroom walk-through summary data, student and classroom level assessment data and interventions, and progress toward leading indicators and other performance indicators. Details regarding leading indicators are available on page 65656 of the Final Notice at **http://www.ed.gov/programs/sif/applicant.html**;
7. Hold their Tier I and Tier II schools served with SIG funds accountable each year for meeting, or being on track to meet, achievement goals with respect to all students and each subgroup of students in reading and mathematics, and for making progress on leading indicators;
8. Take part in any United States Department of Education (ED) evaluations of the school improvement grant;
9. Comply with all federal and state statutes and administrative regulations and all program plans and applications which are applicable to each model included in this application;
10. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant and in the event of an audit exception, repay federal funds upon completion of audit resolution;

11. Adopt and use proper methods of administering each program in this application, including but not limited to: the enforcement of any obligations imposed by federal and state statutes and administrative rules on the applicant responsible for carrying out each program and correcting any deficiencies in program operations that are identified through audits, monitoring, or evaluation;
12. Maintain accurate and timely program plan records which document progress in implementing the plans in this application, and amend any application plan when necessary to reflect significant changes in program and/or budget, and at OSPI's request if needed;
13. Allow OSPI to hold back SIG funds to deliver supportive services and technical assistance as required or requested and agreed upon by OSPI and the district;
14. Provide all information as directed or as requested by OSPI, the Secretary for the Department of Education, and other federal officials for audit, program evaluation compliance, monitoring, and other purposes and to maintain all records for the current years;
15. Certify it has consulted with relevant stakeholders, including personnel associations, regarding the application before submission and has considered such comments in the development of its application;
16. Certify the local school board has reviewed the content of the application;
17. Certify that persons responsible for the application are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this program by any federal department or agency; and
18. Certify that no funds will be paid by, or on behalf of, the applicant to any person for influence or attempting to influence an officer or employee of any federal or state department or agency.

Assurances as Required by the Office of the Governor

The Office of Superintendent of Public Instruction (OSPI) in accordance with requirements outlined by the Governor's Office requires that all grants and contracts funded by the American Recovery and Reinvestment Act (ARRA) shall adhere to the assurances listed below. These general ARRA assurances are in addition to those required by individual programs and were developed by the Attorney General's Office following a review of the federal guidance regarding ARRA funds. These assurances will become a new page in the iGrants form packages for State Fiscal Stabilization Funds (SFSF), ARRA Title I, ARRA McKinney Vento Homeless and Neglected Youth, ARRA Education Technology (Title II, D), ARRA School Turnaround Grant (formerly School Improvement Grant), and ARRA Special Education for the life of the grant.

Should you have any questions regarding these assurances, please contact Bill Mason, Director of Operations, District and School Improvement and Accountability, at 360-725-6170 or **Email Bill Mason** or JoLynn Berge, Director of Budget and Fiscal Services, at 360-725-6293 or **Email JoLynn Berge.**

Section 1512(c) of the Recovery Act	The District acknowledges and agrees that the American Recovery and Reinvestment Act of 2009, hereinafter referred to as "Recovery Act," places great emphasis on accountability and transparency in the use of taxpayer dollars. Among other things, it creates a new Recovery Accountability and Transparency Board and a new website --

	Recovery.gov -- to provide information to the public, including access to detailed information on grants and contracts made with Recovery Act funds. The Office of Superintendent of Public Instruction (OSPI), as a recipient of Recovery Act funds, must comply with the Recovery Act's extensive reporting requirements, including quarterly financial and programmatic reporting due within 10 calendar days after the end of each calendar quarter. The District will require periodic reports from its sub-recipients in order to fulfill its reporting obligations. The District receiving Recovery Act funds may expect that a standard form(s) and/or reporting mechanism will be made available at a future date. The District agrees to provide OSPI all reports, documentation, or other information as may be required by OSPI to meet reporting obligations under the Recovery Act. The District's receipt of funds is contingent on the District meeting the reporting requirements of Section 1512. Additional instructions and guidance regarding the required reporting will be provided as they become available.
Section 1512H of the Recovery Act: Registration Requirements	Recipients of funds under the Recovery Act shall register with the Central Contractor Registration (CCR) Database at www.ccr.gov. This ensures consistent reporting of data about each entity and thereby makes data more useful to the public. In order to register in CCR, a valid Data Universal Numbering System (DUNS) Number is required.
Section 1602 of the Recovery Act: Preference for Quick-Start Activities (if applicable)	In using funds made available in the Recovery Act for infrastructure investment, recipients shall give preference to activities that can be started and completed expeditiously, including a goal of using funds for activities that can be initiated not later than 120 days after the date of the enactment of the Recovery Act. Recipients shall also use funds in a manner that maximizes job creation and economic benefit.
Section 1604 of the Recovery Act: Limit on Funds	None of the funds appropriated or otherwise made available in the Recovery Act may be used by any State or local government, or any private entity, for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool.
Wage Rate Requirements under Section 1606 of the American Recovery and Reinvestment Act of 2009 – Davis-Bacon Act	All laborers and mechanics employed by the District and [subcontractor/subgrantees] on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to the Recovery Act, shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code (Davis-Bacon Act). With respect to the labor standards specified in this section,

	the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan numbered 14 of 1950 (64 Stat. 1267, 5 U.S.C. App.) and section 3145 of title 40 United States Code. See U.S. Department of Labor, Wage and Hour Division website at: **Wage and Hour Division.** Wage determinations can be found at: **Wage Determinations.** The District shall include this provision and require this provision to be contained in all [subcontracts/subgrants] for work performed under this [Contract/Grant]. The work performed by this [Contract/Grant] may also be subject to the State's prevailing wage laws, Chapter 39.12 RCW. The District is advised to consult with the Washington State Department of Labor and Industries to determine the prevailing wages that must be paid.
Non-supplanting of State and Local Funds	The District must use federal funds to supplement existing State and local funds for program activities and must not replace (supplant) State or local funds that they have appropriated or allocated for the same purpose. Potential supplanting will be the subject of monitoring and audit. Violations may result in a range of penalties, including suspension of current and future funds under this program, suspension or debarment from federal grants, recoupment of monies provided under a grant, and civil and/or criminal penalties. For additional guidance regarding supplanting, refer to the information provided at: Supplanting Guidance.
Protection of Whistleblowers	Prohibition on Reprisals: An employee of any non-Federal employer receiving covered funds under the Recovery Act may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee's duties, to the Accountability and Transparency Board, an inspector general, the Comptroller General, a member of Congress, a State or Federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or other person working for the employer who has the authority to investigate, discover or terminate misconduct), a court or grand jury, the head of a Federal agency, or their representatives information that the employee believes is evidence of: • Gross mismanagement of an agency contract or grant relating to covered funds; • Gross waste of covered funds; • Substantial and specific danger to public health or safety related to the implementation or use of covered funds; • Abuse of authority related to the implementation or

	use of covered funds; or • Violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract) or grant, awarded or issued relating to covered funds.

Assurances Specific to the Title I ARRA

General Requirements	The District will meet all regular Title I, Part A program assurances.
Private Schools	Use ARRA Title I, Part A funds consistent with the Title I, Part A statutory and regulatory requirements, including the requirement to provide equitable services to eligible private school students.
ARRA Goals	Use ARRA Title I, Part A funds to align with the cores goals of the ARRA to: • Save and create jobs; • Advance student achievement through school improvement reform consistent with Title I; • Ensure transparency;, reporting and accountability; and • Invest one-time ARRA funds in ways that do not result in unsustainable continuing commitments after the funding expires.
Reporting Requirements	Follow all regulations and reporting requirements that are specific to ARRA Title I, Part A, including the requirements for allowable costs in OMB Circular AS-87 and subject to the audit requirements in Circular A-133 as distributed by the United State's Department of Education.

The School District's Superintendent, Title I Director, and Grant or Fiscal Manager must all certify they have read and understand 1) the SIG Assurances and 2) the ARRA Assurances and assure that the information in this application is true and correct.

Date: 1/20/2010	
Superintendent Superintendent	**Email Address** superintendent@k12.wa.us
Title I Director Title I Director	**Email Address** T1Director@k12.wa.us
Grant or Fiscal Manager Grants Manager	**Email Address** grantmanager@k12.wa.us

Page 2

School Improvement Grant (SIG) Grant Application

Directions:

Districts are strongly encouraged to read **Instructions for School Improvement Grants** prior to completing this application. Please answer questions as thoroughly as possible. Incomplete applications will not be considered.

The **Scoring Guide for District SIG Applications** is also available for your information. This scoring guide will be used to evaluate SIG applications.

Applications must be submitted on iGrants by 5:00 p.m., Friday, March 5, 2010.

SCHOOLS TO BE SERVED

A district must include the following information with respect to the schools it will serve with a School Improvement Grant.

Press "Edit" button to access table.

	Building Name	GRADES SERVED (e.g., K-6)	NCES ID#	STUDENT FTE (Oct. 1, 2009)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
								Turn-around	Restart	Closure	Trans-formation
No Records Found											

Page 3

Budget

A district must include a proposed budget that indicates the amount of school improvement funds the district will expend each year in each Tier I, Tier II, and Tier III school it commits to serve.

Instructions:

1. **Summary of the Proposed Three-year Budget**

   In the space below, provide proposed funding amounts and budget narrative indicating how the district will allocate SIG funds over a maximum three-year period, with

separate budgets for each of the Tier I, Tier II, and Tier III schools the district is committing to serve. Proposed budget should be consistent with the activities and timeline described in Question #4 on Page 4 of this application.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Complete the following table:

a. Grand Total of Proposed Budget Amounts for the district and each Tier I, Tier II, and Tier III school for a maximum of 3 years (through September 30, 2013).
b. Total for each year for the district (for a maximum of 3 years through September 30, 2013).
c. Total for each year for each Tier I, Tier II, and Tier III school (for a maximum of 3 years through September 30, 2013). Description should include name of each school, its Tier, and the total proposed budget for that school for each year.

Instructions:

1. Identify each Tier I, Tier II, and Tier III school the District commits to serve; and
2. Identify the model that the District will use in each Tier I and Tier II school.

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	$1,000	$1,000	$1,000	$3,000
School #1	Select	Select	$1,000	$1,000	$1,000	$3,000
School #2	Select	Select	$1,000	$1,000	$1,000	$3,000
School #3	Select	Select	$1,000	$1,000	$1,000	$3,000
School #4	Select	Select	$1,000	$1,000	$1,000	$3,000
School #5	Select	Select	$1,000	$1,000	$1,000	$3,000
School #6	Select	Select	$1,000	$1,000	$1,000	$3,000
School #7	Select	Select	$1,000	$1,000	$1,000	$3,000
School #8	Select	Select	$1,000	$1,000	$1,000	$3,000
School #9	Select	Select	$1,000	$1,000	$1,000	$3,000
Totals			$10,000	$10,000	$10,000	$30,000

Note: Approval of proposed budgets for subsequent years (2011-12 and 2012-13) will be based on school and district performance on agreed-upon measures.

2. **Individual Proposed District and School Budgets through June 30, 2011 (Year 1)**

In the space below, provide **individual** proposed funding amounts and budget narrative indicating how the district will allocate SIG funds through June 30, 2011, with **separate** detailed budgets for the district and each of the Tier I, Tier II, and Tier III schools the district is committing to serve.

The proposed budget must provide sufficient funding through June 30, 2011 for the following actions:

- Implement the selected school intervention model (i.e., turnaround, restart, closure, transformation) in each Tier I and Tier II school it commits to serve.
- Conduct district-level activities designed to support implementation of the selected school intervention models in the district's Tier I and Tier II schools.
- Support school improvement activities at the school or district level for each Tier III school identified in the district's application.

As appropriate, include State-level technical assistance and other supportive services required or requested and agreed upon by OSPI and the district. Requested activities may be for implementing intervention models in Tier I and Tier II schools, improvement activities in Tier III schools, or associated district-level activities. Districts may also contact OSPI/DSIA regarding the use of external providers or other services which may be purchased through OSPI/DSIA.

Building Name	Activity	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
No Records Found										
Total for Activity 21		$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity 27		$0	$0	$0	$0	$0	$0	$0	$0	$0
									Grand Total	$0

Page 4

Descriptive Information

The following questions correspond to the **Federal Guidelines for the Grant**. You may also review the **Scoring Guide** which will be utilized to evaluate SIG District applications.

Instructions:

Districts applying to serve Tier I and Tier II schools: Respond to questions 1-6 completely; applications with incomplete answers will not be considered.

Districts applying to serve Tier III schools: Respond to questions 7 completely; applications with incomplete answers will not be considered.

Question #1a: For each Tier I and Tier II school the District has committed to serve, describe the process of determining the appropriate intervention model for each school,

including how the findings of the required OSPI School-level Needs Assessment were utilized (i.e., turnaround, restart, closure, transformation). Include the name(s) of the school(s) in the description.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #1b: Provide evidence the District has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the intervention model selected (i.e., turnaround, restart, closure, or transformation).

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #2a: Is the District applying to serve each Tier I school identified by the State?

○ Yes ○ No

If "Yes" continue with Question #3; if "No," answer Question #2b and continue on to Question #3.

Question #2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is not choosing to serve each Tier I school with SIG funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #3a: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to design and implement the intervention model (i.e., turnaround, restart, closure, or transformation) consistent with the final School Improvement Grant requirements.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #3b: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, the District and School Improvement and Accountability Division (DSIA) of OSPI, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].)

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select the provider(s). Districts may contact DSIA for information regarding state-approved external providers.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #3c: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to align other new and existing resources to fully and effectively implement the intervention model(s) (i.e., turnaround, restart, closure, or

transformation).

test text test text test text

10	test text test text test text test text test text test text test text	test text test text test text test text test text test text test text

Annual Goal(s) for Decreasing Drop-Out Rates
test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #6: Describe how, as appropriate, the District consulted with relevant stakeholders, including the local board, and personnel associations, regarding the District's application and implementation of school improvement model(s) in its Tier I and Tier II schools.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #7a: Describe how the District will hold each Tier III school receiving SIG funds accountable for meeting the goals the school has established (goals subject to approval by OSPI).

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #7b: For each Tier III school the District commits to serve, identify the services the school will receive or the improvement activities the school will implement. These services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers. Include the timeline for providing these services and activities.

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Question #7c: Describe how the District will address ESEA requirements in each identified Tier III school in corrective action or restructuring (Step 3, Step 4, or Step 5) based on 2009-10 state assessment data. In the description, include the name of the Tier III school and its step of improvement (Step 3, Step 4, or Step 5).

test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text test text

Waivers

Instructions:

1. The District must check which of the following waivers that the District will implement:

    a. ☐ Extending the period of availability of school improvement funds through September 30, 2013.

    Note: OSPI has requested a waiver of the period of availability of school improvement funds. If approved, that waiver will automatically apply to all Districts in the State.

    b. ☐ "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model, that is, a waiver to start over in the AYP improvement timeline for classification of schools in improvement.

    c. ☐ Implementing a school-wide program in a Tier I school that does not meet the 40% poverty eligibility threshold.

2. If the District does not intend to implement the waiver with respect to each applicable school, the District must indicate for which schools it will implement the waiver in the space below.

    test text

iGrants System 2009-10
Profile Of This Form Package

iGrants Form Package 519
School Improvement Grant - ARRA (Selected Districts Only)
Federal Grant

OSPI Program Area: **District and School Improvement and Accountability**

Purpose: Substantially raise student achievement in the lowest 5% of under-achieving Title I schools and Title-I eligible secondary schools by implementing one of four federally identified Intervention Models (Turnaround, Restart, Closure, and Transformation).

Application Information

Board Approval Required:
Yes

Form Package Due Date:
Friday, March 05, 2010 5:00 PM

Project Period:
4/1/2010 through 6/30/2010

Reference URLs and Materials

Federal Guidelines for the Grant

Instructions for School Improvement Grants

Scoring Guide for District SIG Applications

NCES ID Numbers

Website Addresses

District Improvement

Eligible SubGrantees

School District

Other Related Information

Note: Annual application process for Cohort I funding through three-year period ending September 30, 2013.

Fiscal Information

CFDA# Code of Federal Domestic Assistance: **84.388A**

Funding Amounts

Carryover Amounts
N/A

Indirect Rates

Authorizing Statute: No Child Left Behind, Title I A

Funding Type: Federal Grant

Funding Source: SIG ARRA

Budget Revision Deadline: N/A

Program and Revenue Numbers

Program Acct. No:	Revenue Acct. No:	ESD Program Acct. No:	ESD Revenue Acct. No:
12	6112	N/A	N/A

Valid Program Activities

N/A

Contact Information

Program Contact

William Mason, Jr.
360.725.6108
bill.mason@k12.wa.us

Fiscal Contact

Michelle Sartain
360.725.6282
michelle.sartain@k12.wa.us

Attachment 5:

Copy of
Scoring Guide and Scoring Rubrics for SIG District Application

Federal *School Improvement Grant* (*SIG*)
Scoring Guide for District *SIG* Application

DISTRICT:_____ **REVIEWER #**_____ **____/100**

TIER I and TIER II Schools: _____

TIER III Schools (If applicable: _____

DIRECTIONS TO READERS:

Each application will have at least three readers; readers are not to share or compare scores. Follow these steps when scoring each application:

1. Read and score each section of the application, using the *Scoring Guide* to determine *Points Awarded* for each question.
    a. All districts must complete the following: *Assurances, Certification, Section A: Schools to be Served,* and *Section C: Budget*.
    b. Districts applying to serve Tier I or Tier II schools must respond to Questions 1-6.
    c. Only districts applying to serve Tier III schools must respond to Questions 7a – 7c.
2. Enter the scores at the bottom of each section and in *Points Awarded* column in the table on page 2 - 3. The *Grand Total* for each application will be computed separately.
3. After scoring the application, please summarize in the space below *at least two strengths* and *one weakness* you found in the application. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
4. Please respond to the two questions on page 4. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
5. Note: Applications are assessed first for completeness. Complete application will be scored by three independent, external reviewers. Final determination of successful grantees for SIG awards will be made after OSPI reviews the district's application and conducts interviews as needed with finalists consistent with the recommendations from the United States Department of Education (ED).

Thank you!

Strengths (at least two):_____

_____

_____

Weakness (at least one)

_____

_____

SCORING GUIDE						
Question or Section	**Points Possible**	**Points Awarded N/A**	**Multiplier**	**Sub Total**	**Factor**	**TOTAL**
Assurances and Certification	**Required**	**N/A**	**N/A**	**N/A**	**N/A**	**Required**
Section A: Schools to be Served	**Required**	**N/A**	**N/A**	**N/A**	**N/A**	**Required**
Section B: Descriptive Information **Question 1a: Selection of Intervention Model**	**30**		**3.3**		**.10**	
Section B: **Question 1b: District Capacity**	**50** or **60** or **70**		**2** (if 50 pt poss) **1.7** (if 60 pt poss) **1.4** (if 70 pt poss)		**.20**	
Section B: **Question 2a: Applying to serve each Tier I school?**	**Required response**	**N/A**	**N/A**	**N/A**	**N/A**	**Required response**
Section B: **Question 2b: Explanation for district lack of capacity (if applicable)**						
Section B: **Question 3a: Actions to implement model** **(100 total per each Tier 1 and Tier 2 School)**	**100 pts/Tier I and Tier II school**		**.2** (1 school) **.1** (2 schools) **.067** (3 schools) **.05** (4 schools) **.04** (5 schools)	**Sum of 3a – 3e**	**.35**	
Section B: **Question 3b: Actions to provide ongoing technical assistance**	**30**		**.67**			
Section B: **Question 3c: Actions to align resources**	**20**		**1**			
Section B: **Question 3d: Actions to modify practices or policies**	**40**		**.5**			
Section B: **Question 3e: Actions to sustain reforms**	**10**		**2**			

Section B: **Question 4: Timeline**	**30** **40** **50** **60** **70**		**3.3** (if 30 pts poss) **2.5** (40 pts poss) **2** 50 pts poss) **1.7** (60 pts poss) **1.4** (70 pts poss)		**.15**	
Section B: **Question 5a: Annual Goals**	**10**		**3.3** (if answer 5b) **5** (if do not)	**Sum 5a, 5b if applicable & 5c**	**.15**	
Section B: **Question 5a: High School Dropout Rate (if applicable)**	**10 (**if applicable)		**3.3 (if applicable)**			
Section B: **Question 5b: Interim Assessments**	**10**		**3.3** (if answer 5b) **5** (if do not)			
Section B: **Question 6: Stakeholder Involvement**	**10**		**10**		**.05**	
Budget	**Required**	**N/A**	**N/A**	**N/A**	**N/A**	**Required**
GRAND TOTAL						**/100**

Complete the following tables only for Districts applying to serve Tier 3 Schools					
Section B: **Question 7a: Tier III Accountability**	**10**		**3.3**	**Sum of 7a – 7c**	
Section B: **Question 7a: Tier III Services**	**50**		**.67**		
Section B: **Question 7c: Tier III & ESEA Requirements**	**10**		**3.3**		
Total for Question 7					**/100**

How BOLD do you consider this proposal to be? How significant is the level of change proposed by the district? Please refer to the district profile to review background information regarding the applying district, e.g., size, geography, staffing capacity, etc.

_____

_____

_____

_____

_____

What follow-up questions would you have for this district?

_____

_____

_____

_____

_____

Section B: Descriptive Information

For each question, determine the degree to which the District completed the following actions:

Q 1a: For each Tier I and Tier II school the District has committed to serve, describe the process of determining the appropriate intervention model (i.e., turnaround, restart, closure, transformation) for each school including how the findings of the required OSPI School-level Needs Assessment and the District's local analysis were utilized. Include the name(s) of the school(s) in the description.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
a. Used results of OSPI's *School-level Needs Assessment* to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district has identified it will apply to serve.	Makes reference to OSPI's *Needs Assessment.*	Shows analysis of OSPI's *Needs Assessment.*	Goes beyond OSPI's *Needs Assessment* with further local analysis.	__/10
b. Utilized multiple forms of data and described how they were used to supplement the findings of the *Needs Assessment* to select an appropriate intervention model in each Tier I and Tier II school. Examples may include: • Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI's *Nine Characteristics of High Performing Schools*; • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current school improvement plans and progress toward identified goals.	Shows evidence of 1 to 2 additional forms of data.	Shows evidence of 3 or 4 additional forms of data.	Shows evidence of 5 or more sources of additional data in the district's analysis of the best intervention model for the school.	__/10
c. Engaged relevant stakeholder groups, including: • Local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence may include a Memorandum of Understanding and/or timeline for collaborating on matters related to contracts and current collective bargaining practices. • Local school board, community partners, parents, students, and staff.	Shows evidence of 1 – 2 instances of outreach and how input was used.	Shows evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.	Shows evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.	__/10
Total for Question 1a				__/30

Q 1b: Provide evidence the District has the capacity to use *SIG* funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the intervention model selected (i.e., turnaround, restart, closure, or transformation).				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
a. Provides evidence the district has, or has plans to develop, infrastructures, policies, and practices which are consistent with OSPI's *Characteristics of Improved Districts: Themes from Research* which will enable the district to implement the intervention fully and effectively. Evidence may include: • Developing a network to support a cluster of schools which may include the district's Tier I and Tier II schools; • Revising policies and practices to increase operational flexibility at the building level; and • Developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school.	Provides minimal evidence of effort in this area.	Addresses at least 2 steps to increase capacity to implement intervention.	Addresses 3 or more steps to increase capacity to implement intervention.	__/10
b. Provides description of mechanisms for principal and teacher selection and placement and for aligning staff competencies to student needs, in order to assure teachers and principals have the capability to implement one of the four intervention models. (Evidence of use of research on competencies for turnaround principals and teachers.)	Provides minimal evidence of effort in this area.	Describes at least 2 strategies for selection and placement.	Describes 3 or more strategies related to student needs for selecting and placing principals and teachers.	__/10
c. Provides an explanation of ways in which the district has addressed the needs and provided support to these Tier I and Tier II schools in the past. Evidence used to assess this criterion may include: • Ways in which district has used data and research to support improvement efforts in identified Tier I and Tier II schools; • District improvement plans demonstrating specific actions which support improvement efforts at identified schools; and • List of resources (e.g., fiscal, leader and teacher assignment, professional development) allocated to support school improvement.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Addresses 3 or more steps to increase capacity to support intervention.	__/10
d. Provides evidence of school board commitment to eliminate any barriers to reform and to facilitate full and effective implementation of the model(s).	N/A	N/A	Yes/No	Required
e. Provides timeline and process to build sufficient central office and school-level administrative and teacher leadership capacity to implement the selected model(s).	Provides minimal evidence of effort in this area.	Describes broad steps and timeline.	Provides specific steps and timeline.	__/10

f. As applicable, provides evidence of support of the teachers' union with respect to the staff and teacher evaluation requirements in the turnaround and transformation models, OR provides timeline and process for designing and implementing an evaluation system which takes into account data on student growth (as defined in the interim final notice) as a significant factor. The process should include ways in which the district will collaborate with employee associations to adopt locally-developed competencies to measure the effectiveness of staff who can work within the selected intervention(s).	Provides minimal evidence of effort in this area.	Describes broad steps and timeline.	Shows union support for developing an evaluation system which includes student growth as a factor.	__/10
g. As applicable, describes strategies to be used in recruiting new principals who demonstrate essential competencies necessary to implement the turnaround or transformation model.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Provides strong evidence for recruiting principal(s) consistent with intervention model(s).	__/10 If applicable
h. As applicable, provides evidence of the availability of EMOs that could be enlisted to implement the restart model.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Provides strong evidence of effort to identify appropriate provider.	__/10 If applicable
Total Score for Question 1b				**__/50 (or 60 or 70)**

Q 2a: Is the District applying to serve each Tier I school identified by the State? Yes / No **If "Yes," skip to Question #3; if "No," answer Question #2b and then continue to Question #3.**				
Q 2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is not choosing to serve each Tier I school with *SIG* funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.				
Criteria Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
When determining capacity to use school improvement funds, OSPI will take into account such factors as: • Number of Tier I and Tier II schools in the district and if they are in a "feeder pattern" or network. • Availability and quality of EMOs which may be enlisted to implement the restart model. • Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading). • District's ability to recruit a sufficient number of new principals to implement the turnaround or transformation model. • Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in each Tier I school. • District determined that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools and attempting to turnaround some schools before proceeding to others. • District determined that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools. • For the closure model, access and proximity to higher-performing schools.	District fails to address sufficient elements in making a case for not serving all of its identified Tier I schools.	District addresses sufficient elements in making a case for not serving all of its identified Tier I schools.	District makes a strong case for not serving all of its identified Tier I schools.	__/10
Total Score for Question 2b				**__/10**

Q3a: For each Tier 1 and Tier II school the District is applying to serve, select the appropriate Intervention Scoring Guide, score the district's plan to implement the elements of the intervention, transfer the score to the cover sheet and include the Intervention Scoring Guide in the District's application folder.

Q 3b: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, the District and School Improvement and Accountability Division (DSIA) of OSPI, or a designated external lead partner organization (such as a school turnaround organization or an EMO.)

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select the provider(s). Districts may contact DSIA for information regarding technical assistance available through DSIA.

Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides an explanation of how the district has determined that engagement of external partners is expected to result in substantial raises in student achievement, such as: • Description of types of data and research used to make the decision to engage external partners (e.g., *School-level Needs Assessment*, district-level capacity); • Expectations for external partners with respect to required, and if applicable, permissible actions for intervention(s) and improvement activities; and • Specific qualifications (e.g., demonstrated success in turning around schools) which will be used to recruit, screen, and select external partners.	Provides minimal evidence of steps to engage external partners to support intervention.	Provides moderate evidence of steps to engage external partners to support intervention.	Provides extensive evidence of steps to engage external partners to support intervention.	__/10
b. If the district plans to use an external lead partner, response describes selection process; response may include: • Description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and • Criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school level, and needs.	Provides little or no explanation of the selection process.	Provides some explanation of the selection process.	Provides extensive explanation of the selection process detailing ways the district worked with state or other agencies to create a rigorous process for selection with a clear match to desired outcomes of intervention.	__/10
c. Describes evaluation process which will be used to monitor supports and services provided by external lead partner. Description may include: • Steps and timeline for implementing the evaluation process; • Data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities; • Process for determining additional metrics which will be used in the evaluation process (if any), and • Opportunities for stakeholder involvement in the process.	Provides little or no explanation of the process for monitoring and evaluating the external lead partner.	Provides some explanation of the process for monitoring and evaluating the external lead partner.	Provides extensive explanation of the process for monitoring and evaluating external lead partners, detailing timelines and measures of impact on student learning and other leading indicators.	__/10
Total Score for Question 3b				**__/30**

Q 3c: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to align other resources to fully and effectively implement the intervention (i.e., turnaround, restart, closure, or transformation).				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
a. Dedicates <u>resources needed to fully and effectively implement each intervention</u> as defined in the federal guidelines. Resources may include: • Personnel (e.g., assigning effective teachers and leaders, instructional coaches, and district liaison to the district's persistently lowest-achieving schools); • Federal, state, and local funding which will be used in addition to *SIG* funds; • Technology (e.g., data systems and assessment systems); • Standards-based curriculum and assessment materials; and • Partnerships with community agencies.	Provides minimal attention to reallocation of local resources to support the intervention.	Describes some reallocation of local resources to assure that local resources support the intervention.	Completely addresses this issue with human resources, technology supports, instructional coaches, etc.	__/10
b. Describes <u>systematic process</u> in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the continuous improvement process and intervention(s): • Data collected and analyzed to differentiate and coordinate resources; • Collaborative decision-making process used in differentiating resources; • Alignment of the intervention with other district/school initiatives and grants; • Process to acquire additional resources and partnerships); and • Plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status.	Addresses 1 or 2 of these elements	Addresses 3 of the suggested elements.	Addresses more than 3 of the suggested elements to support identified school.	__/10
Total Score for Question 3c				**__/20**

Q 3d: For each Tier I and Tier II school the District is applying to serve, explain actions the District has **taken, or will take, to modify its practices or policies, if necessary, to enable its schools to fully and effectively implement the interventions (i.e., turnaround, restart, closure**				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
a. Identifies process to review current practices and policies which <u>support or impede reform efforts</u> at the identified schools, such as: • Timeline for review of current policies and practices; • Process for annual review and revision of board policies and procedures; • Opportunity for stakeholder involvement; • Data used to assess impact of practices and policies; • Identification of district practices or policies that research (e.g., OSPI's *Characteristics of Improved Districts: Themes from Research*) suggests can support or impede implementation of intervention(s); and • Evidence of district's assessment of current practices and policies in light of required, and as appropriate, permissible actions for selected intervention(s).	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support implementation of intervention.	__/10
b. Identifies processes and policies related to <u>recruiting and retaining highly effective teachers and leaders</u> to work in the district's persistently lowest-achieving schools. Response may include process and timeline to: • Address issues in collective bargaining agreements which may impact implementation of intervention (if needed); • Collaboratively identify teacher and leader competencies essential for full implementation of intervention(s) and improvement activities; and • Provide competitive salaries and benefits, professional autonomy and flexibility.	Addresses 1 of these elements.	Addresses 2 of the suggested elements.	Addresses all of the suggested elements.	__/10
c. Describes processes <u>for intentional, frequent communication</u> between superintendent/district office and staff in participating schools. The response identifies <u>multiple methods for ongoing communication</u> and <u>opportunities for collaboration</u> to build clarity, commitment, and consistency in district practices.	Minimally addresses communication plan.	Addresses quarterly communication between district and school.	Details frequent 2-way communication using multiple methods.	__/10
d. Describes process to <u>examine system-wide alignment of programs and practices</u> with the intervention(s). The district's response may include the following: • Identification of current programs and practices which may support or impede the intervention(s); • Description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and • Strategies for aligning these programs and practices with the required and, if applicable, permissible actions for the intervention(s).	Minimally addresses system-wide plan.	Describes plans to align some programs and practices.	Details a complete plan to align programs and practices with the selected intervention(s).	__/10
Total Score for Question 3d				**__/40**

Q 3e: For each Tier I and Tier II school the District is applying to serve, explain actions the District has **taken, or will take, to sustain reforms after the funding period ends.**				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
Describes system-wide infrastructures the district has developed, or will develop, to sustain reforms in Tier I and Tier II schools over time. The district's response may identify the following: • Board-adopted policies and practices, systems, and supports for Tier I and Tier II schools to sustain changes and innovations; • Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision-making; • Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes so they become part of routine practice; • Calendar and schedule which provide extended learning time; • System for continued alignment of curriculum, assessments, and intentions and, if appropriate, for continued support of the instructional model(s); • Budget which uses federal, state, and local education funding to sustain reforms; • Narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant; and • Decision-making practices at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.	Addresses fewer than three of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total Score for Question 3e				**__/10**

Q 4: Provide a timeline delineating the steps the District will take to implement the selected interventions (i.e., turnaround, restart, closure, or transformation) in each Tier I and Tier II school identified in this application. The timeline should indicate that the District has the ability to get the basic elements of its selected models up and running by the beginning of the 2010-11 school year.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
a. Provides three-year timeline for implementing the selected interventions in each Tier I and Tier II school identified in the application.	Minimally developed.	Describes broad overview of 3 year timeline.	Addresses most of the elements of the selected intervention(s) for 3 year timeline.	__/10
b. Timeline for 2010-11 indicates basic elements of the selected intervention model(s) will be up and running by the beginning of the 2010-11 school year. Note: • Basic elements are attached to this *Scoring Guide*.	Minimally developed.	Describes broad overview of basic elements which will be implemented during first year for each intervention.	Addresses most of the basic elements which will be implemented during first year for each intervention.	__/TBD (Total based on total # of Tier I/II schools)
c. Timeline allows for certain intervention model components (e.g., job-embedded professional development or identifying and rewarding teacher and principals who have increased student achievement) to occur later in the process of implementing the model.	Minimally developed.	Describes remaining components of selected intervention(s) which will be implemented during the 3-year timeline.	Addresses most of the remaining components of selected intervention(s) which will be implemented during the 3-year timeline.	__/10
Total Score for Question 4				**__/TBD**

Q 5a: ACADEMIC GOALS Describe the annual goals for student achievement on the State's assessments in reading and mathematics that the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
Provides specific annual goals on the State's annual assessments in reading and mathematics. ****Schools may set additional goals for sub-groups of students, for example: • *ELL students' year to year growth exceeds the expected growth on WLPT-II.* • *In addition to growth goals for all students, the school's achievement gaps will diminish by X% annually.*	Grade-level annual goals for increase in the percent of students proficient are missing or are less than or equal to the annual state growth.	Grade-level annual proficiency goals would result in not closing the gap between the school's baseline ('07-'09 average) and the State Uniform Bar by at least 50%.over 3 years.	• Grade-level annual proficiency goals target a 30% gain over 3 years, or exceed their baseline by 10% a year, or • result in surpassing the State Uniform Bar, or • the school's matched cohort (same students) growth from level to level (MSP performance levels) exceeds by at least 15%the State's level to level growth per year, e.g., L1 to L2; L2 to L3 & L4. • ****sub group goals	__/10
Total Score for Question 5a (academic)				**__/10**

Q 5a: DROPOUT REDUCTION GOAL (If applicable): High schools identified as Tier I or Tier II schools due to average weighted graduation rates less than 60% must also set goals targeting reducing their annual dropout rates..				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
For High Schools: Provides specific annual goals for drop-out rates.	Dropout reduction goals are missing or less than a reduction of 1% per year.	Dropout rate goals target an annual dropout rate of less than 5%/year for each of the next 3 years.	Dropout rate goals target an annual dropout rate of less than 3%/year for each of the next 3 years.	__/10
Total Score for Question 5a (dropout reduction)				**__/10 If applicable**

Q 5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
Describes data which will be used to measure progress; actions may include: • Identifies interim assessments or other indicators of progress which will be used to monitor progress in Tier I and Tier II schools; or District's plan to put in place. • Provides timeline for collecting and analyzing data from interim assessments or other indicators of progress; • Describes technical assistance and other resources which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; • Describes additional resources, if any, which will be provided to implement interim assessments and other indicators of progress; and • Describes process to reassess current and/or provide additional support and resources (e.g., human, fiscal) if school is not meeting or on target to meet annual goals.	Addresses 1 or 2 of the steps to establish interim assessments to determine if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	__/10
Total Score for Question 5b				**__/10**

Q 6: Describe how, as appropriate, the District consulted with relevant stakeholders regarding the District's application and implementation of school improvement models (i.e., turnaround, restart, closure, or transformation) in its Tier I and Tier II schools.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
Identifies relevant stakeholder groups who were consulted during the application process and will be consulted during the implementation process. Actions include: • Describes variety of two-way communication models (e.g., survey, focus group) which were used to gather input during the application process from these groups; and • Describes how stakeholder input was utilized in the application process. • Identifies relevant stakeholder groups who will be consulted with during the implementation process; • Provides timeline for Tier I and Tier II schools which indicates regular consultation with relevant stakeholders during the implementation process; • Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input during the implementation process from these groups; and • Describes how stakeholder input will be utilized during the implementation process.	Provides minimal evidence of stakeholder involvement in the application process.	Provides moderate evidence of stakeholder involvement in the application process and some indication of plans for continued engagement.	Provides extensive evidence of stakeholder involvement in the application process with plans for continued involvement through the *SIG* timeline.	__/10
Total Score for Question 6				**__/10**

For Districts Applying to Serve Tier III Schools (NOTE: OSPI may fund Tier III schools only after all TIERs I and II are funded)

Q 7a: Describe how the district will hold each Tier III school receiving *SIG* funds accountable for meeting the goals the school has established..				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
Describes data which will be used to measure progress; actions may include: • Identifies interim assessments or other indicators of progress which will be used to monitor progress in Tier III schools; • Provides timeline for collecting and analyzing data from interim assessments or other indicators of progress; • Describes technical assistance and other resources which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; • Describes additional resources, if any, which will be provided to implement interim assessments and other indicators of progress; and • Describes process to reassess current and/or provide additional support and resources (e.g., human, fiscal) if school is not meeting or on target to meet annual goals.	Addresses 1 or 2 of the steps to establish interim assessments to determine if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	__/10
Total for Question 7a				**__/10**

Q 7b: For each Tier III school the District commits to serve, identify the services the school will receive or the improvement activities the school will implement. These services may be provided by the District, or with the approval of the District, support by the District and School Improvement and Accountability Division of OSPI or by other external providers. Include the timeline for providing these services and activities.				
Criteria:	**1-3 points**	**4-6 points**	**7-10 points**	**Score**
a. Describes specific services or improvement activities for each Tier III school.	Provides minimal response.	Outlines system of supports to support improvement efforts in identified schools.	Provides comprehensive school support plan which specifies improvement activities.	__/10
b. Identifies data analyzed to determine services the school will receive or the activities the school will implement.	Provides little evidence of data analysis.	Describes 3 sources of data which were analyzed.	Describes at least 4 sources of data and how they were used to determine	__/10

			services.	
c. Identifies research base utilized to identify services the school will receive or the activities the school will implement.	Minimally refers to evidence-based practices which will be implemented in the school.	Describes 2 evidence-based practices which will be implemented in the school, and cites relevant research.	Describes at least 3 evidence-based practices which will be implemented in the school, and cites relevant research.	__/10
d. Provides three-year timeline for implementing the selected school improvement strategies.	Minimally developed.	Describes broad overview of 3 year timeline.	Addresses most of the elements of the selected intervention(s) for 3 year timeline.	__/10
e. Outlines specific actions the District will take to sustain reforms in Tier III schools after the funding period ends.	Describes 1 or 2 actions.	Describes 3 or 4 actions, citing research on effective district practices.	Describes at least 5 actions, citing research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total for Question 7b				**__/50**

Q 7c: Describe how the District will address ESEA requirements in each identified Tier III school in corrective action or restructuring (Step 3, Step 4, or Step 5) based on 2009-10 state assessment data. In the description, include the name of the Tier III school and its step of improvement (Step 3, Step 4, or Step 5).

Criteria:	1-3 points	4-6 points	7-10 points	Score
• Describes specific actions the District will take to address ESEA requirements for schools in corrective action or restructuring in 2009-10 (Step 3, Step 4, or Step 5.) • Includes the name of each Tier III school and its step of improvement in 2009-10 (Step 3, Step 4, or Step 5). • Provides an explanation of ways in which the District has addressed the needs and provided support to these Tier III schools in the past.	Provides little or no description of future or past/current actions taken to address ESEA requirements.	Describes future or past/current actions taken to address ESEA requirements.	Describes future or past/current actions taken to address ESEA requirements; includes explanation regarding outcomes of past/current actions and reasons for future actions.	__/10
Total for Question 7c				**__/10**

Budget

The district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in Tier III schools throughout the period of availability of *SIG* funds (taking into account any waiver extending that period received by either OSPI or the district).			
Criteria:			Meets Criteria
a. Proposed budget for each Tier I and Tier II school the district is applying to serve is of sufficient size and scope to support full and effective implementation of the selected intervention for these Tier I and Tier II schools over a period of three years through September 30, 2013, pending approval of the state's waiver to the United States Department of Education (ED).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
b. Proposed budget for each Tier III school the district is applying to serve includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that provide a direct benefit to the school. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive *SIG* funds. (Funding is only available for Tier III schools after all Tier 1 and Tier II schools have been funded.)	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
c. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each of the Tier I, Tier II, and Tier III schools it is applying to serve.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
d. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
e. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
f. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No If applicable
Budget is complete:			Yes/No

Scoring Rubric For District SIG Applications Question 3a

DISTRICT_____**SCHOOL**_____ **REVIEWER** _____

This section is to be completed for each Tier 1 and Tier 2 school selected for the Turnaround Model.

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Teachers and Leaders						
Replace the principal.	**Required**		LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	__/10
*If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented "in whole or in part" the required elements of the selected intervention model.	**Required**		Principal new within last 2 years, minimal evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, some evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, substantial evidence of intervention implementation "in whole or in part."	
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen all existing staff and select new staff, rehiring no more than 50%.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Use rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	Permissible		Minimal development	Moderate development	Extensive development	
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	Permissible		Minimal development	Moderate development	Extensive development	
Provide additional compensation to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Permissible		Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/30**

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Instructional and Support Strategies						
Use data to identify and adopt an instructional program that is research-based and vertically aligned to each grade and to state standards.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and developed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies..	**Required**		LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. *(see description to the right.)*	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time).	__/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Institute a system for measuring changes in instructional practices resulting from professional development.	Permissible		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Permissible		Minimal development	Moderate development	Extensive development	
Implement a school-wide response to intervention model.	Permissible		Minimal development	Moderate development	Extensive development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Permissible		Minimal development	Moderate development	Extensive development	
Use and integrate technology-based supports and interventions as part of instructional program.	Permissible		Minimal development	Moderate development	Extensive development	

Turnaround Model Elements	Required Element 0 points—Disqualified		1-3 points	4-6 points	7-10 points	Score
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc..	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/30**
Learning Time and Support						
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide appropriate social-emotional and community-oriented services and support for students.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide ongoing mechanisms for family and community engagement.	Permissible		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.	Permissible		Minimal development	Moderate development	Extensive development	
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Permissible		Minimal development	Moderate development	Extensive development	
Implement approaches to improve school climate and discipline.	Permissible		Minimal development	Moderate development	Extensive development	
Expand program to offer pre-kindergarten or full day kindergarten.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/20**

Turnaround Model Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
Governance						
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	**Required**		LEA shows not barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or will take to implement this element	__/10
Provide principal with sufficient operating flexibility in staffing, calendars/time, and budgeting to fully implement comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	**Required**		LEA shows no barriers and willingness to give principal flexibility in staffing, time and budget	LEA has drafted plans that will give the principal flexibility in staffing, time and budget	LEA has begun laying the groundwork for implementation of principal flexibility in staffing, time and budget	__/10
Ensure school receives intensive ongoing technical support from district, state, or external partners.	Permissible		This element is scored in question 3b in the comprehensive scoring packet.			
Implement a new school model (e.g., themed, dual language academy)	Permissible		Minimal development	Moderate development	Extensive development	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/20**
Total for this School						__/100

Scoring Rubric for District SIG Applications Question 3a

DISTRICT_____**SCHOOL**_____ **REVIEWER** _____

This section is to be completed for each Tier 1 and Tier 2 school selected for Restart.

School Restart Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
District has indicated which school will use the restart model						
District has delineated the process to be used in selecting an EMO.			Minimal development	Moderate Development	Extensive Development	__/10
The district has established a pool of potential partners with interest and exhibited capacity to restart the selected school.			Minimal development	Moderate Development	Extensive Development	__/10
The district has indicated the elements of the "rigorous review process it has used or will use to identify an appropriate Educational Management Organization.			Minimal development	Moderate Development	Extensive Development	__/10
The district assures that all former students who wish to attend the restarted school will be granted admission (if eligible for grade levels of the restarted school .			Minimal development	Moderate Development	Extensive Development	__/10
The district will monitor the EMO for student achievement goals.			Minimal development	Moderate Development	Extensive Development	__/10
Total for this School						%

Comments:

Scoring Rubric for District SIG Applications Question 3a

DISTRICT_____**SCHOOL**_____ **REVIEWER** _____

This section to be completed for each Tier 1 and Tier 2 school the district plans to close.

School Closure Elements	Required Element 0 points— Disqualified		1-3 points	4-6 points	7-10 points	Score
District has indicated which school will be closed						
District has established a timeline for school closure with closure to occur before July 1, 2011.			Minimal Development	Moderate Development	Extensive Development	__/10
District has identified other higher performing schools within reasonable proximity to the school being closed			Minimal Development	Moderate Development	Extensive Development	__/10
District plans for closure are consistent with Washington State Legislative requirements: (RCW 28A.335.020)			Minimal Development	Moderate Development	Extensive Development	__/10
Total for this School						%

Comments:

RCW 28A.335.020

School closures — Policy of citizen involvement required — Summary of effects — Hearings — Notice.

Before any school closure, a school district board of directors shall adopt a policy regarding school closures which provides for citizen involvement before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure. The policy shall also include a requirement that during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes. The policy shall require separate hearings for each school which is proposed to be closed.

The policy adopted shall provide for reasonable notice to the residents affected by the proposed school closure. At a minimum, the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing. Notice of each hearing shall be published once each week for two consecutive weeks in a newspaper of general circulation in the area where the school, subject to closure, is located. The last notice of hearing shall be published not later than seven days immediately before the final hearing.

Scoring Rubric for District SIG Applications Question 3a

District_____ School_____ Reviewer_____

This section is to be completed for each Tier 1 and Tier 2 school selected for Transformation.

Transformation Model Elements	Required Element Missing 0 points—Disqualified		1-3 points	4-6 points	7-10 points	Score
Teachers and Leaders						
Replace the principal.*	**Required**		LEA plans to replace the principal.	LEA plans to replace the principal and suggests how they will install a principal with skills to lead the intervention.	LEA plans to replace the principal and details the action steps they will take to install a principal with skills to lead the intervention.	__/10
*If principal is new to the school within the last 2 years, the principal may remain as principal if the district has implemented "in whole or in part" the required elements of the selected intervention model.	**Required**		Principal new within last 2 years, minimal evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, some evidence of intervention implementation "in whole or in part."	Principal new within last 2 years, substantial evidence of intervention implementation "in whole or in part."	
Implement such strategies as financial incentives and career ladders for hiring, placing, and retaining effective teachers.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals; systems should take into account student growth data and other multiple measures such as multiple observation-based assessments of performance, ongoing collections of professional practice reflecting student achievement and increased high school graduation rates.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide additional incentives to attract and retain staff, such as a bonus to recruit and place a cohort of high performing teachers together in a low achieving school.	Permissible		Minimal development	Moderate development	Extensive development	
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/40**

Transformation Model Elements	Required Element Missing 0 points—Disqualified		1-3 points	4-6 points	7-10 points	Score
Instructional and Support Strategies						
Use data to identify and adopt an instructional program that is research-based and vertically aligned to each grade and to state standards.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and developed with school staff.	**Required**		LEA shows no barriers and is willing to implement ongoing, high quality, job-embedded professional development, but the planning process has not yet begun.	LEA plans to implement ongoing, high quality, job-embedded professional development, but is planning to implement only some of the elements indicated in the guidance. *(see description to the right.)*	LEA plans to implement professional development that: Occurs on a regular basis (e.g., daily or weekly; aligned to academic standards, school curricula and improvement goals; supported through coaches & mentors; focuses on looking at student work, achievement data; collaboratively planning & adjusting instructional strategies; consultations with outside experts, observations of classrooms practices; may include collaborative planning time.)	__/10
Ensure continuous use of student data (formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Institute a system for measuring changes in instructional practices resulting from professional development.	Permissible		Minimal development	Moderate development	Extensive development	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	Permissible		Minimal development	Moderate development	Extensive development	

Transformation Model Elements	Required Element Missing 0 points—Disqualified		1-3 points	4-6 points	7-10 points	Score
Implement a school-wide response to intervention model.	Permissible		Minimal development	Moderate development	Extensive development	
Provide additional support and professional development to teachers to support students with disabilities and limited English proficient students.	Permissible		Minimal development	Moderate development	Extensive development	
Use and integrate technology-based supports and interventions as part of instructional program.	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc..	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Improve student transition from middle to high school.	Permissible		Minimal development	Moderate development	Extensive development	
Secondary Schools: Establish early warning systems.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/30**
Learning Time and Support						
Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education, enrichment and service learning. Increased learning time includes longer school day, week or year to increase total number of school hours.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide ongoing mechanisms for family and community engagement.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Provide appropriate social-emotional and community-oriented services and support for students.	Permissible		Minimal development	Moderate development	Extensive development	
Partner with parents and parent organizations, faith and community based organizations, health clinics, and other state/local agencies to create safe learning environments.	Permissible		Minimal development	Moderate development	Extensive development	

Transformation Model Elements	Required Element Missing 0 points—Disqualified		1-3 points	4-6 points	7-10 points	Score
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	Permissible		Minimal development	Moderate development	Extensive development	
Implement approaches to improve school climate and discipline.	Permissible		Minimal development	Moderate development	Extensive development	
Expand program to offer pre-kindergarten or full day kindergarten.	Permissible		Minimal development	Moderate development	Extensive development	
Total Score for this Element:						**__/20**
Provide operational flexibility and sustained support						
Give school sufficient operational flexibility (staffing, calendar, budget) to implement fully comprehensive approach.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	__/10
Ensure school receives intensive ongoing technical support from district, state, or external partners.	**Required**		LEA shows no barriers and willingness to implement this element	Plan shows some development of this element	Plan details steps they have taken or are ready to implement regarding this element	
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	Permissible		Minimal development	Moderate development	Extensive development	
Implement a new school model (e.g., themed, dual language academy)	Permissible		**Minimal development**	**Moderate development**	**Extensive development**	
Implement a per-pupil school based budget formula that is weighted based on student needs.	Permissible		**Minimal development**	**Moderate development**	**Extensive development**	
Total Score for this Element:						**__/10**
Total for this School						**__/100**

Attachment 6:

December 17, 2009
Waiver Notice to LEAs
and the Public,
LEA/Public Comments Received

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

TO: District Superintendents of Title I Schools in a Step of Improvement and Title I Eligible Secondary Schools

FROM: Janell Newman, Ph.D., Assistant Superintendent
District and School Improvement and Accountability

DATE: December 17, 2009

SUBJECT: Notice of Request for Waivers and District Comment Period regarding School Improvement Grant (SIG) Requirements

On December 3, the U.S. Department of Education (USDE) released the final requirements governing the process that a State educational agency (SEA) uses to award school improvement funds authorized under section 1003(g) of the Elementary and Secondary Education Act to local education agencies (LEAs). This correspondence is to inform LEAs, eligible for identification and/or selection for SIG funding, of waivers OSPI will pursue in its application to the USDE and to obtain comments from LEAs regarding the waivers prior to submitting the SEA application for funds.

The purpose of the new SIG is to have each SEA target the lowest-achieving Title I schools identified for improvement, corrective action, or restructuring and Title I eligible secondary schools and organize these schools into three tiers based on greatest need. Some LEAs, not all, will have eligible schools that fall into these tiers of support. If an LEA applies for SIG funds through OSPI, it will be required to identify one of four intervention models for each of its Tier I and Tier II schools: Turnaround, Restart, Closure or Transformation. An LEA will also have the option to apply for funds for its Tier III schools, as long as it applies to serve any Tier I and II schools first, if applicable.

In its application, OSPI will request a waiver of the following requirements for the school improvement funds:

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.

- Waive sections 1003(g)(1) and (7) of the ESEA that limit the use of school improvement funds to Title I schools in improvement, corrective action, or

restructuring to permit LEAs to use school improvement funds to serve Tier II schools.

A complete description of the SIG requirements and the four change models can be found by going to the following link and clicking on the Final Notice document dated December 3, 2009: http://www.ed.gov/programs/sif/applicant.html. Additional information regarding which districts are eligible and how they can apply for SIG funds for its tiered schools will be available through OSPI in the coming months.

We invite comments on the proposed waiver request. Interested persons may submit comments on or before January 5, 2010. Comments must be received by postal mail, hand delivery or by e-mail to janell.newman@k12.wa.us. Please address comments to Janell Newman, OSPI District and School Improvement and Accountability, P.O. Box 47200, Olympia, WA 98504-7200.

Comments received will be included with the request for waivers in the application for school improvement funds.

From: Stephen Myers [smyers@toppenish.wednet.edu]
Sent: Tuesday, January 05, 2010 9:35 AM
To: Janell Newman
Subject: SIG Requirements-Dt. Comments

Janell,
Please keep me in the communication loop. As you know, according to SBE's Growth Model, we have several high performing schools and only one low achieving. The stats are similar in Grandiview and Sunnyside. I have attended NCLB Growth Model sessions in DC last year and was discouraged with the bureaucracy. Thanks for providing this feedback opportunity. Steve

1. We agree
2. We agree
3. Even though it will have no/ minimal effect on TSD, it fuels building capacity for low performing schools.
4.Using SIG for Tier II schools maybe a preventive measure. Funding priorities need to stay with schools in improvement. From a political perspective I would hope this is not a mechanism to funnel money into schools that have the resources (affluent/middle class suburbia) but have not made the paradigm shift in performanced-based learning.

Steve Myers, Superintendent
Toppenish School District
306 Bolin Drive
Toppenish WA, 98948
509-865-4455

From: Anthony Smith [smitha@RIVERVIEW.wednet.edu]
Sent: Friday, December 18, 2009 9:53 AM
To: Janet Culik
Cc: robertsonc@riverview.wednet.edu; Robin Nordquist; Ken Heikkila
Subject: FW: Notice of Request for Waivers and District Comment Period regarding School Improvement Grant (SIG) Requirements
Attachments: SIG Waiver Request Memorandum 121709.pdf

Importance: High

Follow Up Flag: Follow up
Flag Status: Completed

Dear Dr. Newman:

As Assistant Superintendent for the Riverview School District, I am supportive of the options presented as related to School Improvement Grant requirements and believe they present flexibility that will be in the best interest toward getting all students to standard while at the same time reducing the drop-out rate and increasing graduation rates.

Sincerely,

Anthony L. Smith, Ed.D.
Assistant Superintendent
Teaching and Learning/Human Resources

Riverview School District
32240 NE 50th Street
Carnation, WA 98014
smitha@riverview.wednet.edu (E-mail)
www.riverview.wednet.edu (Web site)

Shelton School District
700 S. 1st Street
Shelton, WA 98584
(360) 426-1687 • Fax 427-8610
www.sheltonschools.org

To: Janell Newman

From: Joan Zook, Superintendent

Date: December 27, 2009

Subject: Comments Regarding the State's Planned Request for Waivers Described in Your Memo of December 17, 2009

In your memo of December 17, 2009, you announced OSPI's intent to ask for waivers in four areas of federal 1003 (g) School Improvement Grant funding. The practical implications of these waivers for LEAs, if granted, appear to be as follows:

- An extension of the time for school improvement funds to be available to LEAs, through September 30, 2013. *We agree with OSPI that such an extension is needed. It is difficult to make and sustain dramatic changes in low achieving schools unless the financial support for those changes is **also** sustained over multiple years.*
- Allowing LEAs in which Tier I schools will implement a turnaround or restart model to "start over" in the school improvement timeline. *We agree that this makes sense, because Tier I schools will be undergoing major reorganization efforts as part of the grant, and following the prescribed school improvement steps in addition to those efforts would duplicate and possibly override some of those efforts under this new SIG funding. For example, without this waiver, a school might be required to offer transfers to other schools while simultaneously reconstituting the entire school, retraining and/or transferring teachers, or contracting with outside organizations to assist in changing the school.*
- Allowing schools with less than 40 percent poverty to use the Schoolwide Title I model if the school is in Tier I. *We share OSPI's opinion that the Schoolwide Title I model would be the most appropriate model for a school undergoing significant changes, including realignment of instructional programs and services to students. This waiver will allow the school leadership to look at Title I funds in the context of the SIG grant and the school budget as a whole, to determine how to best ensure students receive the services they need.*
- Waive restrictions that would limit the use of SIG funds to Title I schools in specific stages of school improvement. *We concur with OSPI's request for this waiver because it will permit important services to Tier II schools that need assistance, regardless of their participation or status in the regular Title I program. This is important to districts with low achieving schools; currently, many schools with the lowest achievement are not eligible for assistance because they are not served by the regular Title I program, while others may not have progressed through all the stages of school improvement.*

In short, we agree that these waivers are needed. Thank you for the opportunity to comment.

Attachment 7:

February 16, 2009
Waiver Notice to LEAs
and the Public,
LEA/Public Comments Received

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

February 16, 2010

Dr. Thelma Meléndez, Assistant Secretary
Elementary and Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Request for Waiver to Exclude Schools With Less Than Minimum "N" of 30

Dear Assistant Secretary Meléndez:

I am writing to request a waiver of the definition of "persistently lowest-achieving schools" contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and the use of that definition in section I.A.1(a) and (b) of those final requirements, as amended (75 FR 3375 (Jan. 21, 2010)). Specifically, I am requesting permission for Washington to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed [who were enrolled in the school for a full academic year as that term is defined in Washington's Accountability Workbook] is less than 30. Consistent with "Washington's Consolidated State Application Accountability Workbook for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110) (Submitted 1/30/2003, Approved August 2008)", Washington State has defined "30" as the number of students required in a group for reporting purposes, and applies this definition consistently across the State. See RCW 28A.655.090 (7).

The rigor attached to AYP calculations includes utilization of both a standard error of proportion (SEP) and a minimum N requirement consistent with research-based practices required by the Department of Education. For determining persistently low achieving schools, a minimum N of 30 provides this validity. With a sample of 30, the standard error of proportion at 50% proficiency is 15.02% at 95-percent confidence. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum "N" assures the appropriate accuracy needed for valid and reliable determinations.

Within our methodology, all students tested in each building, in each content area, must be 30 or greater, (*e.g.* in elementary schools with students tested in grades 3, 4 and 5, the state requires the total tested in reading in grades 3, 4, and 5 to be 30 or larger and the total tested in Mathematics in grades 3, 4, and 5 to be 30 or larger.) This is consistent with the methodology used in "Washington's Consolidated State Application Accountability Workbook". In sum, Washington needs this waiver in order to ensure that the identification of a school is both valid and reliable based on a minimum number of students and does not reveal personally identifiable information about individual students in the school.

I believe that this waiver will ensure the validity and reliability of Washington's identification of schools as well as protect the privacy of individual students in very small schools. For Washington's identified Tier I and Tier II schools, the SIG program will improve the quality of instruction for students and improve the academic achievement of students. Specifically, implementing one of the four school intervention models in our Tier I and Tier II schools will help us turn around our State's persistently lowest-achieving schools in order to improve instruction and raise student achievement substantially in those schools. By identifying schools below the "minimum n" as Tier III schools, Washington will enable its LEAs to serve, as appropriate, these schools with SIG funds.

Washington assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." Washington is enclosing, and will post on its website, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. Washington will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, Washington will include, in its list of Tier III schools, any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools, so that LEAs may choose to serve those schools with SIG funds consistent with the final requirements.

Washington assures that it provided all LEAs in the State that are eligible to receive a SIG grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice. To expedite its waiver request, Washington will submit subsequently copies of any comments it receives from LEAs. Washington also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice.

Please feel free to contact me by phone or email at (253) 571-3538 or janell.newman@k12.wa.us if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Janell Newman, Ph.D.

Janell Newman, Ph.D.
Assistant Superintendent
District and School Improvement

JN:jc

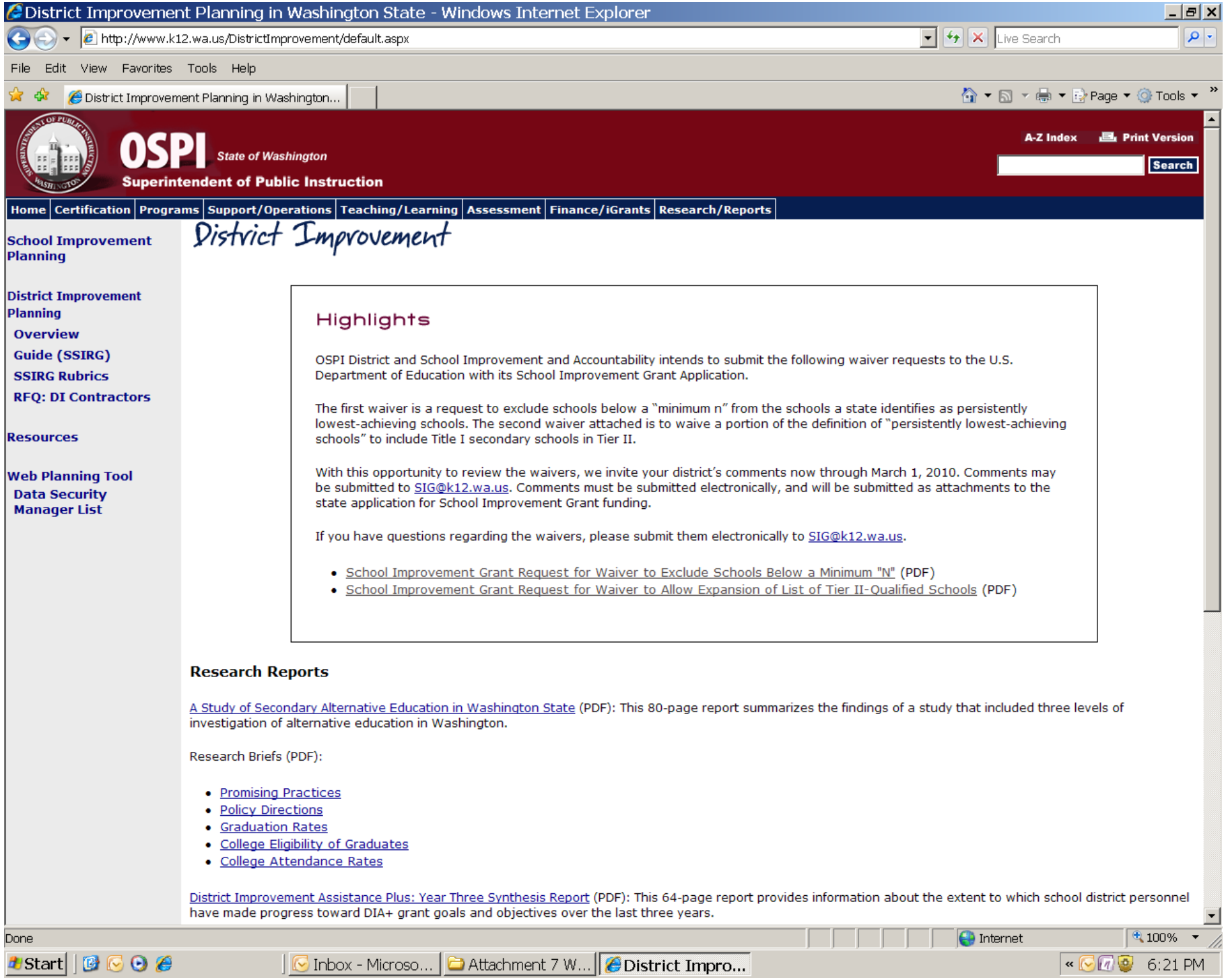
From: Hewins Frank [mailto:fhewins@fpschools.org]
Sent: Wednesday, February 17, 2010 5:08 PM
To: SIG
Subject: Waiver Requests to DOE

I am fully supportive of the waiver requests that Dr. Newman is sending to the US Dept of Ed. Both requests are reasonable and in the best interests of our schools and students.

Thanks,

Frank

Dr. Frank Hewins
Superintendent
Franklin Pierce Schools
Tacoma, WA
(253) 298-3010 (office)
(253) 298-3015 (fax)
"Engage Their Minds."


District Improvement Planning in Washington State - Windows Internet Explorer
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School Improvement Planning
District Improvement Planning
Overview
Guide (SSIRG)
SSIRG Rubrics
RFQ: DI Contractors
Resources
Web Planning Tool
Data Security Manager List
District Improvement
Highlights
OSPI District and School Improvement and Accountability intends to submit the following waiver requests to the U.S. Department of Education with its School Improvement Grant Application.
The first waiver is a request to exclude schools below a "minimum n" from the schools a state identifies as persistently lowest-achieving schools. The second waiver attached is to waive a portion of the definition of "persistently lowest-achieving schools" to include Title I secondary schools in Tier II.
With this opportunity to review the waivers, we invite your district's comments now through March 1, 2010. Comments may be submitted to SIG@k12.wa.us. Comments must be submitted electronically, and will be submitted as attachments to the state application for School Improvement Grant funding.
If you have questions regarding the waivers, please submit them electronically to SIG@k12.wa.us.
School Improvement Grant Request for Waiver to Exclude Schools Below a Minimum "N" (PDF)
School Improvement Grant Request for Waiver to Allow Expansion of List of Tier II-Qualified Schools (PDF)
Research Reports
A Study of Secondary Alternative Education in Washington State (PDF): This 80-page report summarizes the findings of a study that included three levels of investigation of alternative education in Washington.
Research Briefs (PDF):
Promising Practices
Policy Directions
Graduation Rates
College Eligibility of Graduates
College Attendance Rates
District Improvement Assistance Plus: Year Three Synthesis Report (PDF): This 64-page report provides information about the extent to which school district personnel have made progress toward DIA+ grant goals and objectives over the last three years.
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Internet
100%
Start
Inbox - Microso...
Attachment 7 W...
District Impro...
6:21 PM

School Improvement Planning in Washington State - Windows Internet Explorer

http://www.k12.wa.us/SchoolImprovement/default.aspx

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School Improvement Planning in Washington...

OSPI State of Washington
Superintendent of Public Instruction

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- SI Assistance
- SIP Process Guide
- RFQ: SI Contractors

Resources
- Planning Requirements
- Resources/Links
- High School Reform

Web Planning Tool
- Data Security
- Manager List

School Improvement

Highlights

OSPI District and School Improvement and Accountability intends to submit the following waiver requests to the U.S. Department of Education with its School Improvement Grant Application.

The first waiver is a request to exclude schools below a "minimum n" from the schools a state identifies as persistently lowest-achieving schools. The second waiver attached is to waive a portion of the definition of "persistently lowest-achieving schools" to include Title I secondary schools in Tier II.

With this opportunity to review the waivers, we invite your district's comments now through March 1, 2010. Comments may be submitted to SIG@k12.wa.us. Comments must be submitted electronically, and will be submitted as attachments to the state application for School Improvement Grant funding.

If you have questions regarding the waivers, please submit them electronically to SIG@k12.wa.us.

- School Improvement Grant Request for Waiver to Exclude Schools Below a Minimum "N" (PDF)
- School Improvement Grant Request for Waiver to Allow Expansion of List of Tier II-Qualified Schools (PDF)

Research Briefings

- Washington State High School Reform Initiative Year 1 (pdf)
- Washington State High School Reform Initiative Year 2 (pdf)

Year 1 Baseline Reports

- Washington State High School Reform Initiative Year 1 (pdf)
- Washington State High School Reform Initiative Year 2 (pdf)

Evaluations

- Cohort I (pdf)

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Alisa Conway

From: Janet Culik
Sent: Tuesday, February 16, 2010 3:08 PM
Subject: Waiver Requests for OSPI SEA SIG Application and Comment Period
Attachments: SIG Waiver Ltr Minimum N 021610.pdf; SIG Waiver Ltr Expand Tier II 021610.pdf

Importance: High

This message is sent on behalf of Janell Newman, Ph.D., Assistant Superintendent of District and School Improvement and Accountability at OSPI.

Greetings:

Attached please find two waiver requests for your review. OSPI District and School Improvement and Accountability intends to submit the waiver requests to the US Department of Education with its School Improvement Grant Application.

The first waiver is a request to exclude schools below a "*minimum n*" from the schools a state identifies as persistently lowest-achieving schools. The second waiver attached is to waive a portion of the definition of "persistently lowest-achieving schools" to include Title I secondary schools in Tier II.

With this opportunity to review the waivers, we invite your district's comments now through March 1, 2010. Comments may be submitted to SIG@k12.wa.us. Comments must be submitted electronically.

If you have questions regarding the waivers, please submit them electronically to SIG@k12.wa.us .

Thank you,

Janet Culik | Executive Assistant, District and School Improvement and Accountability
Office of Superintendent of Public Instruction | WIIN Center | 6501 N 23rd Street, Tacoma, WA 98406
☎ **(253) 571-3573** | 🖷 | ✉ **janet.culik@k12.wa.us**
Please note the new address and phone number.

Alisa Conway

From: Janet Culik
Sent: Tuesday, February 16, 2010 4:15 PM
Subject: Re: Waiver Requests for OSPI SEA SIG Application and Comment Period

Regarding the waiver requests that were sent earlier this afternoon, one important piece of information was inadvertently omitted from the email:

With this opportunity to review the waivers, we invite your district's comments now through March 1, 2010. Comments may be submitted to SIG@k12.wa.us. Comments must be submitted electronically *and will be submitted as attachments to the state application for school improvement grant funding.*

My apologies for any inconvenience. If you have questions regarding the waivers, please submit them electronically to SIG@k12.wa.us .

Thank you,

Janet Culik | Executive Assistant, District and School Improvement and Accountability
Office of Superintendent of Public Instruction | WIIN Center | 6501 N 23rd Street, Tacoma, WA 98406
☎ **(253) 571-3573** | | ✉ **janet.culik@k12.wa.us**
Please note the new address and phone number.

Janet Culik

Distribution List Name: SIG - Waiver Notice 021610

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Vicki Bates	Vicki.Bates@k12.wa.us

Attachment 8:

List of Committee of Practitioners That Reviewed and Support OSPI's *School Improvement Grant* Application

Washington State
Title I/Learning Assistance Program
Committee of Practitioners'
Contact List

1/2010

vacant

Title I Teacher/WEA Member

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EMAIL:

Sue Bradner

Title I, LAP Teacher and Director

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PHONE: (253) 862-6600

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Vacant

School Board Member

PHONE:

EMAIL:

Mary Jo Buckingham

Special Programs Director

Central Valley School District
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Spokane Valley 99016

PHONE: (509) 228-5426

EMAIL: mbuckingham@cvsd.org

Vacant

School Board Member

PHONE:

EMAIL:

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Assistant Director for Instructional Design & Development
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Burien 98166

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Debra Appleton

Program Supervisor, Even Start

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Olympia 98504

PHONE: (360) 725-6049

EMAIL: debra.appleton@k12.wa.us

Megan Guritz

Parent

Griffin School District-Parent
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Washington State
Title I/Learning Assistance Program
Committee of Practitioners'
Contact List

1/2010

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Wendy Paul

Speech-Language Pathologist

WESAC
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Seattle WA 98101

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Laurie Judd

CTE Visual Arts Teacher

White Pass School District
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Randle 98377

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Director, Title I,LAP & Title V

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Washington State
Title I/Learning Assistance Program
Committee of Practitioners'
Contact List

1/2010

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Ruby Smith

Parent

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Phyllis Wagner

Grandparent

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Joni Scott

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Tracy Williams

Director, Special Programs

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Washington State
Title I/Learning Assistance Program
Committee of Practitioners'
Contact List

1/2010

Steve Witeck

WA PIRC Director-Pasco Office

1120 N. 22nd Avenue
Pasco 99301

PHONE: 877-492-7472

EMAIL:

From: Buckingham, Mary Jo [MBuckingham@cvsd.org]
Sent: Tuesday, January 26, 2010 3:07 PM
To: Tonya Middling
Cc: tracyw@spokaneschools.org
Subject: RE: SEA School Improvement Grant Application for Title I COP Review

Tonya
I am not in a position to review this as thoroughly as Tracy did but here are my questions:

I am not clear as to what is a Tier I, Tier II, or Tier III. By using RTI terminology, I am guessing that your Tier I refers to the lowest-performing schools which is contrary to RTI where Tier I refers to the core instruction, and Tier III refers to the students most at risk. I am greatly uncomfortable with this potential RTI framework as there we are referring to instruction and intervention, whereas the SEA grant is refering to replacing the principal and staff as a possible scenerio! At the very least, please consider that your Tier I/II/III reference will potentially confuse people in conversations about the implementation of RTI as an instructional/intervention framework.

I would also recommend scoring rubrics available upfront with the iGrant application.

I am not clear about the extent of and nature of the technical support and whether or not there will be truly more than just adequate funding for technical support from OSPI. My experience with the CSR grants is that the right (one) person was the technical support with a pautry of funding and support staff to adequately inform, advise, observe, and interact with the schools and school districts engaged in the work of the CSR grant. Also, what will be the calibre or qualifications of the technical advisors: educators or even administrators with little or no experiences in school reform and intensive school improvement will have little or no credibility with schools/districts embarking on any of the 4 scenerios for school improvement.

My other response is related to school culture, community values, and the living, breathing dynamics of change. Our lowest-performing schools did not set out to have this designation; changing principals, changing staff will not be enough. While your application is data-driven, where are the systems questions and planning and support around the dynamics of this intensive school improvement?

I appreciate the opportunity to peruse the application and comment.

Mary Jo Buckingham
Director of Special Programs
cCntral Valley School District

Subject: RE: SEA School Improvement Grant Application for Title I COP Review
Date: Wed, 27 Jan 2010 15:00:35 -0800
From: munson@skitsap.wednet.edu
To: rubydereck@hotmail.com

Hi Ruby: I enjoyed our conversation this morning, and I am so pleased you are on the Committee of Practitioners for the state. You are such a quality thinker! As I read through the application I became concerned for the districts and schools that will be required to complete the applications. All of this is extremely cumbersome and very challenging for staff to complete. My first question is what additional type of technical support will the districts receive to assist their schools? C. Capacity: on page 10 is not sufficient support.

- Page 7 #3—whose dollars will be used to fund the building improvement efforts?
  - "...district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II...as well as support school improvement activities in Tier III schools...." Most school district do not have the funding to support this type of an initiative.
  - The whole section on proposed budget.
  - G. is really interesting talking about what happens if less than $500,000 is allocated for Tier I or Tier II.
  - Adequate resources from where?
  - Sustaining reform after funding period ends can be a problem with current budget shortfall.

Because of current budget issues facing the state and local districts additional funds for staff development and other required resources are not available at the local (LEA) level. It sounds like this initiative will require maximum support from districts that currently do not have the funding support.

I don't know if any of this helps. I feel very sorry for the 5% of Title I (25) schools. This appears to be very punitive, and feels a lot like AYP. I do have one more question for you to ask, and that is how this fits with our State's Board of Education's new accountability system? There appears to be a lot of overlap.

Linda

Linda S. Munson

Director of Special Program
Instructional Services Department
South Kitsap School District
1962 Hoover Ave. S.E.
Port Orchard, WA 98366
360.874.7059
munson@skitsap.wednet.edu

All kids are capable of success...
NO EXCEPTIONS!

From: Ruby Dereck Smith [rubydereck@hotmail.com]
Sent: Wednesday, January 27, 2010 4:05 PM
To: Tonya Middling; Gayle Pauley; Linda Munson
Subject: School Improvement Grant Application

Dear Tonya and Gayle,
I met with Linda Munson SKSD Special Ed Director and Shannon Thompson this morning to have a brief discussion regarding the document you sent.
What stood out to me is the feeling that the process is punitive in that the schools that are failing their students are the most likely to loose funding. So the students who are already behind loose out when they are the most in need of more support to move ahead.

Linda shared that after the National Title I Conference she felt the direction Secretary Duncan wanted to move in would be to change the model from AYP for measuring student progress to a growth model and this offered hope for moving in a positive direction.

Regarding the Turnaround Model, I understand that there are schools that do need a staff change and perhaps changing principals would be the best in some cases but the restriction of rehiring only 50% seems to send the message that turning things upside down...removing teachers that may or may not have underperformed will make students more successful. To me the continuity of staff working together is highly valued and a school is very much like an organism or a small community that has built in security and familiarity for students. Should not the teachers be evaluated on an indiviual basis, specific to their work and not the failure of others who share their building. This of course maybe intended to shake up the large inner city schools where firing a teacher is difficult but in a small community in Eastern WA were the teacher is your neighbor and coach and Educational success is a challenge to not rehire 50% of a staff would have huge repercussions. Hopefully LEAs will use much wisdom in applying such strategies.

The Restart Model seems more reasonable but I am unsure how it would look to Convert a school, or to make it a Charter or put it under an EMO or CMO. This could go either way as a positive or a negative so if the point is just to do something new and different this would work and get both teachers and admins attention. To me this is a less severe option that #1.
#3 School closure seems so harsh and should only be done as a last resort.
#4 The Transformation Model seems the most promising.
In this document on page 7 Part I (3) the district's budget is mentioned as needing sufficient funds to implement the selected intervention. My question is is this to come from the districts already stretched budget or State or Fed funding.

Below is an excerpt from a letter I recieved today from STAND UP FOR Children,

Today the House Education Committee considers the Governor's proposed Race to the Top legislation (House Bill 3035, House Bill 3038 and House Bill 3059) intended to make Washington competitive for $250 million in federal Race to the Top funds and more importantly, improve student achievement.
As it stands now, **the Governor's proposal is not strong enough** on teacher and principal evaluation to get Washington in the game to win for all one million K-12 public school students.

What needs to change about this proposed legislation to be competitive?

- Require that the Office of the Superintendent of Public Instruction develop a single set of statewide measures of student growth – in tested and untested subjects – and mandate that all districts use it. *Districts lack the technical, financial and political resources needed to measure student growth at the local level and we want to avoid having 295 different measures. Just as the state has developed EALRs, it is time to develop common measures.*
- Ensure that student growth data comprises 50% of teacher and principal evaluations. *States like Illinois, Ohio and Tennessee are leading the country in this area by using Value Added models. If the focus of teacher and principal evaluations is to increase effectiveness and inform instruction, educators must know how their performance is impacting student growth.*
- Require that districts use a four-tiered evaluation system –beyond "satisfactory" and "unsatisfactory" – approved by OSPI. *Educators want to be recognized for their performance and receive meaningful evaluations that inform their instruction and help them improve their students' academic growth. 72% of voters and 64% of educators believe an improved evaluation system will make teachers more effective in the classroom.*
- Require that teachers receiving a performance rating in the bottom two tiers of the evaluation system for two consecutive years and that do not improve in a third provisional year – based on principal and external review – lose their continuing contracts. *It is in the best interest of educators and students to hold teachers to a high standard with proper supports to attain a satisfactory performance level. We need great teachers and principals in every school.*
- Create alternative compensation models – increased pay for teachers who work in high poverty, high minority or low-achieving schools, hard-to-staff subject areas, and who demonstrate effectiveness by closing the achievement gap and raising student performance. *Recent polling shows that the public and teachers want this. Winning Race to the Top funds demands it.*

I am still new and learning in this field but as a parent what was state in this letter was compelling.
I am hopefull that our stong leadership at OSPI will be working towards the best solution to this complex riddle. Simplifing really appeals to me.
Thank you and that is all for now

Ruby Smith
Parent REp for COP

PTA mom and mom of 4 amazing kids.

***PTA* Making A Difference**
one member at a time!

From: Tracy Williams [TracyW@SpokaneSchools.org]
Sent: Tuesday, January 26, 2010 11:38 AM
To: Gayle Pauley; Diane Sampson Home
Cc: Wendy Paul; RalphPruitt; halll@csdk12.org; Mary Jo Buckingham; Sue Bradner; Steve Witeck; Megan Guritz 2; Ruby Smith; Highline Public School; Jami Peterson; Jamilyn Penn; Jody Hess; John Pope; Larry Fazzari; Petrea Stoddard; Reginald Reid; Tonya Middling; Yvonne Ryans; Israel Vela; Emma Jane LaVallie; Kay Purcell; Tori Preston; Christine Lynch; DianeSampson; jscott@wellpinit.wednet.edu; Meagan Guritz
Subject: Re: SEA School Improvement Grant Application for Title I COP Review

Tonya,
I am happy to review the 1003g application for the state, but the attached document is not a complete application. Some of the very information that would be pertinent for review are not included in the document that was sent to the COPS.
I can say that I agree with the waivers portion of the application.
I'd like to see the information that will be presented for the methodology (attachment 3) and the definition of persistently low-achieving schools (attachment 2).
The other section that you may want input from our group on is the scoring guide (attachment 5)
Many of the sections as presented appear to be consistent with federal guidelines.

In the guidance published by the department on the 21st of January, 2010 (I have attached that document to this email), there are some elements where states have ***options...***

A6 allows for states to use either the "assessment results of all tested students in the "all students" group or the SEA may use only assessment results of tested students in the "all students" group who were enrolled in the same school for a "full academic year" as that term is defined in the State's Accountability Workbook under section 1111 of the ESEA" as a basis for determining the lowest achieving schools in the state.
I think that we could craft our state application to use one method for the definition and potentially spell out the use of the second method for any appeals or tie-breakers if there are more LEA applications than the allocation can support.

A10 allows for the number of years to be different for the determination of achievement and graduation. I think that determining the graduation rate will be a dilemma as we implement the new AYP workbook formula for determining graduation rates. Do we have confidence that the previous data is reliable for use in making this determination? I'd like to hear the Assessment folks weigh in on this topic.

A13 describes the discretion states have in determining weighting between elementary and secondary schools. Frankly, this is where having a growth model in place would be most useful to all stakeholders. Barring this mechanism, it might be worth some discussion and analysis of where the most persistent achievement dilemmas reside. Closing the achievement gaps between student groups should be a goal of this process, and an understanding of how achievement gaps create complexity in persistently low-achieving schools might help our state make progress for our students.

A15 shows states two potential methods for determining achievement.

It is clear that the timeline is short. Getting input on such complex issues is difficult without the detail that supports them. There is clearly a scarcity of funding, and a need to show that there are strategies for making significant improvements in student achievement and on-time-graduation.

Tracy Williams
Director of Special Programs
Spokane Public Schools
(509) 354-5648 (desk)
text me at 5095203313@txt.att.com

It's what you learn after you know it all that counts.

Attachment 9:

School and Classroom Practices Study

THE BERC GROUP

BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

OSPI School Improvement Grant Opportunities
School and Classroom Practices Study

February 4, 2010

Dear Superintendent,

As you know, The BERC Group will be conducting a School and Classroom Practices Study (SCPS) in your school(s) within the next few weeks. To schedule these visits, please contact Candace Gratama at 206-229-8530 or email at Candace@bercgroup.com. We plan to schedule all the visits in the month of February. It is necessary to schedule these visits early to ensure you have the information in a timely manner for your district application.

These one-day school review visits are designed to accomplish four things: (1) to help inform your district of the most appropriate federal intervention model for Tier I and Tier II schools, (2) to help inform the district application on behalf of the school(s), (3) to identify focus areas for improvement, and (4) to examine how closely your school is aligned with OSPI's research-based Nine Characteristics of High Performing Schools. Having The BERC Group conduct this study does not obligate you to apply for the grant. However, the SCPS is a pre-requisite in the event you do decide to apply for the grant. We are sending you this letter to outline the process for the visit. If you want to participate, we will ask for your assistance in organizing the day.

On the day of our visit, a team of BERC researchers (two to eight people depending on the size of your school) will conduct interviews, focus groups, and classroom observations concurrently throughout the day. Researchers will also collect school documents. Specific details about each of these activities are included below. We will need your help in setting up and scheduling the interviews and focus groups. A sample schedule is also provided at the end of this letter.

District Level Data Collection

Interviews and Focus Groups

Although the report will focus on the school, there is some district level information we will also collect. As such, we will conduct interviews and focus groups with district personnel to review policies, procedures, and contracts that may influence readiness or

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capacity for implementing the School Improvement Models. For example, we would look at hiring and retention strategies, dismissal policies and procedures, and negotiated agreements. During this time, we would like to meet with the superintendent, head of human resources, union leadership, and additional support staff as appropriate. We can schedule these at the beginning of the day or the end of the day. Please plan on approximately 3-4 hours. We may need some additional time to collect data and documents. Below is a sample schedule:

District Interviews and Focus Group Sample Schedule	
Time	Participants
8:00 – 9:00	Superintendent
9:00-10:00	Human Resources Personnel
10:00-11:00	Union Leadership
11:00 – 12:00	Additional District Support Staff
12:00 – 12:30	Document Collection

**These meetings can be scheduled in the morning or the afternoon from 1:00 to 5:00.

School Level Data Collection

Interviews and Focus Groups

Throughout the day of our visit at the school, we will conduct formal and informal interviews and focus groups with building administrators, the school leadership team, counselors, teachers, students, parents and community members, and classified staff. We will ask staff members questions about their school practices and policies, which are most pertinent to that specific stakeholder group. To limit the impact on the classroom, we will not be pulling teachers out of their classrooms but instead, suggest that we meet with teachers during prep periods, at lunch, and/or before and after school. *We have attached a sample interview/focus group schedule at the end of this letter. Please adjust the schedule to meet the needs of your staff and school. Send us the finalized schedule prior to our visit, so we can plan our day accordingly.*

Document Collection

To ensure a greater understanding of your school, and to help us organize our time most efficiently and effectively, we will need to collect school documents. *On the day of the visit, please have a copy of your master schedule, bell schedule, school/campus map, school improvement plan, parent/student handbook, and course catalog, ready for us if available. Please feel free to include additional artifacts that will help us learn more about your school such as newsletters, activity schedules, or examples of Student Learning Plans and High School and Beyond Plans.* We may ask for additional documents as they are referenced in the interviews and focus groups.

In addition to the above documents, we will work with your school district to access additional data such as district climate surveys, school effectiveness surveys, and other school level information.

How will the data be reported?

The results of the school practices study will be made available to participants only in descriptive form at the aggregate school level. Triangulating data collected through the School and Classroom Practices Study, team members will reach consensus, assessing the school on a rubric organized around the Nine Characteristics of High Performing Schools. A short narrative will highlight strengths and weaknesses around each rubric rating.

Classroom Level Data Collection

The purpose of the observation study is to determine the nature of the classroom instruction that is taking place throughout the school. Typically, we observe every classroom except for physical education, music, and high impact special education classes. We usually do not observe classes that are testing.

What is involved in the classroom observations?

A BERC researcher will visit each classroom in your school for 25 to 30 minutes. We want to observe "typical" lessons, so teachers should not do any special preparation for the observations. Because we schedule the observations after we arrive at the school, teachers will not necessarily know what time of the day the observations will occur in any given classroom. *You and your staff are not responsible for scheduling the classroom observations.*

What kind of data will be collected?

Observers will be using the STAR Classroom Observation Protocol that focuses on measuring the extent to which Powerful Teaching and Learning™ is present during the observation period. The protocol will be made available to participants after the visit.

How will the data be reported?

The results of the classroom practices study will be made available to participants only in descriptive form at the aggregate school level. Individual teacher results will **NOT** be shared. If there are questions from teachers about how these findings will be reported and used, please assure them of the following:

> **No individual classroom observation results will be reported or available to anyone within the school, within the district, or external to the district.**

Reporting the Study Results

Within a week of our visit, the school (or district) will receive a SCPS report on the school's school and classroom practices, detailing our findings and highlighting the school's capacity to improve in each of the Nine Characteristics of High Performing Schools. The report will discuss barriers to implementing improvement plans at your school and offer suggestions.

BERC Group researchers will review your school's data with district personnel and assist you in thinking about how you will use this data to move forward with your school improvement grant application. This report will include information about district policies and procedures that may support or hinder schools around the intervention models. Information from the report can be used to inform the district application on behalf of the schools.

Whether or not your school applies for the School Improvement Grant, the information from this study can also be used to move the school forward in school improvement planning. Because information in the report is aligned with district and state goals for improving student achievement and with research on best practices, the school review data for each school can be very useful in setting expectations for what kinds of structures, policies, and practices should be in place in order to improve student achievement for all students. The data shows schools very clearly where they are falling short but, because the process is based on a rubric, school personnel can see that there is a continuum and a path they can follow toward improvement. To use the school review data well, it needs to be incorporated into the school's systems and become part of an accountability structure. School and district personnel will have access to the rubrics and the Facilitator's Handbook, which can be used for ongoing internal self-assessment and reflection.

What happens next?

After the date for the school review visit is confirmed, please work with your school staff to arrange interviews and focus groups with school staff and stakeholders according to the sample schedule attached. It is not necessary for your team to arrange a schedule for the classroom observations. *Please send us a finalized schedule, indentifying the times for the interviews and focus groups. The schedule should be sent to* ellie@bercgroup.com and candace@bercgroup.com.

Thank you for your help in scheduling this study. Please contact me if you have any questions about the project.

Sincerely,

Candace Gratama

Candace A. Gratama, Ed.D.
The BERC Group
206.229.8530

THE BERC GROUP

BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

OSPI School Improvement Grant Opportunities
School and Classroom Practices Study

We will need to conduct baseline interviews/focus groups with each of the following school stakeholders:

- Building Administrators
- Leadership Team
- Counselors
- Classified Staff
- Instructional Staff
- Students
- Parents/Community members

Interviews and Focus Group Sample Schedule*	
Time (Please Complete this Section)	Participants
Before School	School Leadership Team (45 Minutes)
Before School	Instructional Staff (45 Minutes)
8:00 – 9:00	Principal and Assistant Principals (1 hour)
9:00 – 9:45	Parents (45 Minutes)
10:00 – 10:45	Counselors (45 minutes)
During Lunch	Student Volunteers, representing grades 4 or above (approximately 6 to 8 students) (45 minutes)
1:00 – 1:45	Classified Staff (45 minutes)
2:00 – 2:45	Instructional Staff (45 minutes)
After School	Instructional Staff (45 minutes)

*If it is easier or more efficient to arrange the day in a different way, please do so. The length of time for each interview/focus group listed here is preferred but can be adjusted.
*It is important that reviewers talk to each of the stakeholder groups. **It is especially important to speak with at least two groups of instructional staff.**

NOTE: Classroom observations will occur concurrently with interviews/focus groups.

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HR Component – School Classroom Practices Study

The essential human resource management (HRM) inquiry for determining which intervention model is the most appropriate for a given school/district, and to lay the foundation for improvement strategies, includes the following HRM components.

1. **Ability to assign or hire highly qualified and highly effective teachers and administrators.**

   - Does the District currently have highly qualified and effective teachers and administrators within the District as a whole? If yes,

     - Does the District have the ability under existing policies and collective bargaining agreements to reassign teachers and administrators out of a given school and into another school based on quality and not seniority?

     - Is the District willing and able to bring the union to the table to negotiate such changes as may be necessary to allow the District to reassign teachers and administrators to meet the needs of the lowest achieving school(s).

     - Is the District willing to undertake directed reassignment?

   - Does the District have the ability to recruit and retain highly qualified and highly effective teachers and administrators if not otherwise available within the District? If no,

     - Does the District have the ability under existing policies and collective bargaining agreement to redesign its recruitment and retention to attract highly qualified and highly effective teachers?

     - Is the District willing and able to bring the union to the table to negotiate such changes as may be necessary to allow the District to recruit and retain highly qualified and highly effective teachers and administrators?

     - Is the District willing to design and execute a new model of recruitment and retention?

2. **<u>Ability to development existing and/or new teachers and administrators.</u>**

   - Does the District have a competency-based model that reflects teaching and learning practices essential to turning around low-achieving schools?

- If not, is the District willing and able to bring the union to the table to negotiate such changes as may be necessary to introduce a competency-based model that reflects teaching and learning practices essential to turning around low-achieving schools?

- Does the District have an evaluation model that is, or can be, linked to professional development across a full set of competencies?

- Do existing policies and/or collective bargaining agreements provide sufficient flexibility for the District to identify and direct professional development of individual or groups of teachers?

    - Within the work day?

    - Beyond the contracted work year?

    - Beyond the contracted work day?

    - In the practice of teaching and learning as well as curriculum and instruction?

3. **Ability to address performance and behavior issues and remove ineffective teachers and administrators.**

    - Does the District have a history of willingness and ability to hold teachers and administrators accountable for performance and behavior?

    - Are there policy or collective bargaining agreement inhibitors to holding teachers and administrators accountable? If so, if the District willing and able to engage the union in bargaining to remove or modify the inhibitors.

    - Are administrators adequately prepared, or willing to undergo training, to hold teachers and administrators accountable for performance and behavior?

4. **Ability to use data to guide and inform human resource management practices.**

    - Does the District have information systems (or data) capable of aligning and tracking teachers and students by academic achievement and student behavior characteristics?

    - Does the District have information systems (or data) capable to analyzing teacher quality in terms of academic preparation, certification, endorsements, experience, etc.?

    - Are there impediments in the collective bargaining agreement to the use of student data in the development, assignment, and evaluation of teachers? If so, is the District willing and able to engage the union in bargaining to remove or modify the impediments?

5. **Ability to introduce a new instructional model based on student needs.**

- Are teachers and administrators open to and willing to engage and adapt to a new instructional model?
- Are there barriers in policies or the collective bargaining agreement to introducing a new instructional model? If so, is the District willing and able to engage the union in bargaining or modifying the barriers to allow for a new model?
- Is there a site-based leadership practice/model in place that would allow individual schools to significantly deviate from district-wide practices (policy or collective bargaining) to meet the needs of students in the specific school?
- Are administrators and teacher leaders trained and skilled in site-based leadership?
- Is there sufficient stability (e.g., turnover rates) to allow for implementation and institutionalization of a new learning model?

6. **Ability of the Human Resource Management Office/Staff to support turnaround.**

- Does the "HR Office" has sufficient professional level skills and knowledge to lead and support implementation of:
  - Collective bargaining changes?
  - A new recruitment model?
  - A new evaluation and professional growth model?
  - A new teacher retention model?
- Does the "HR Office" have sufficient resources and credibility to successfully influence and support the administrators' role in human resource management?

Each of the above abilities will be scored using the 1, 2, 3 or 4 rubric with (1) being a minimal level of ability, (2) being an "emerging" level – they can achieve an acceptable level with commitment and help, (3) being the presence of the essential characteristics to implement the desired change, and (4) being the presence of essential characteristics at a level of readiness that will lead to an high level of ability and results.

The School Performance Review Rubric:

A Facilitator's Guide

Draft

January 2010 **For Internal Use Only**

School and Classroom Practices Study

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

The BERC Group, under contract, for

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Office of Superintendent of Public Instruction

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The School Performance Review Rubric: A Facilitator's Guide

INTRODUCTION

In 2007, the Office of the Superintendent of Public Instruction (OSPI) published the first edition of its School Performance Descriptor Rubric (called the SPR Rubric in this report) as a tool to provide guidance and assistance to School Performance Review Teams. These teams examined schools to provide an external review, identifying how well the school is aligned with OSPI's research-based Nine Characteristics of High Performing Schools (OSPI, 2007), the High Schools We Need: Improving an American Institution (OSPI, 2006), and Washington State's Alternative High School Initiative (The BERC Group, 2008).

The purpose of the performance reviews is to provide school staff members with baseline information that will help them review and modify their school improvement plan. In addition, information from the school reviews can, where applicable, inform decisions about federal intervention models schools are considering. As of January 2010, OSPI requires that any school applying for federal intervention funding must complete a school review as part of the application process.

In what follows, we offer a short description of the development and piloting of the SPR Rubric process and a facilitator's guide to using the rubric and associated materials in a coherent and effective review process. The facilitator's guide is geared primarily toward external reviewers but can easily be used by school personnel. We include a section in the guide detailing how this can be done. We believe schools that undertake this process with fidelity and commitment will be able to target their improvement efforts in increasingly effective ways to enhance student learning for all students.

Summary of Rubric Revision and Pilot Review Process

In 2009, OSPI contracted with The BERC Group to conduct a School and Classroom Practices Study as part of the OSPI Summit District Improvement Initiative. The proposal included a pilot process to assess the usefulness and effectiveness of the SPR Rubric during a one-day visit. From April to June 2009, BERC Group personnel collected data in 37 schools in three districts participating in the Summit District Improvement Initiative (Clover Park, Sunnyside, and Tukwila). Although these three districts were all in improvement, individual schools within the districts represented a range of low, middle, and high-performing schools, offering a mixed sample with which to test the rubric.

After the initial pilot process, both the SPR Rubric and the related interview and focus group protocols were revised during the summer of 2009 (see BERC 2009 for that report) and the revised

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rubric and protocols were piloted in a fourth district, Tacoma (57 schools), to determine whether the changes increased the usefulness and effectiveness of the tool. Analysis of the data from the Tacoma visits shows reviewers found the process to be much more efficient and less cumbersome than during the initial pilot phase. In the initial report on the rubric, we found that scoring the rubric took one to five hours per school to complete the individual rubrics and an additional two to five hours per school to complete the group calibration. During the second pilot phase, individual scoring per school took approximately an hour and calibrations less than thirty minutes.

BERC researchers performed analyses of the data from the second pilot phase (see Appendices A and B), including the percent of responses missing for each rubric item and the percent of teams who agreed on a rubric rating. Although the rubric and the protocols had been extensively rewritten for the second pilot phase, the process used to collect data and to score the rubric was the same. Data was collected by research teams consisting of two to seven researchers, based on the size of the school. For each visit, individual researchers were responsible for specific focus groups, interviews, and classroom observations. A single researcher conducted some activities while other activities had multiple researchers present. Thus, each researcher had both shared and individual experiences at the school. Following the site visit, each researcher scored the rubric based on his or her exposure to focus groups, interviews, and classrooms. One hundred and eighty-eight rubrics were completed across the fifty-seven schools visited. This data comes from the rubrics completed by individual raters, before they calibrated their findings and settled on a consensus score.

In Appendix A, we show the percent of responses missing for each item on 188 scored rubrics. We calculated this percent across all raters and separately for the lead rater who participated in most of the focus groups and interviews and observed classes and thus presumably had the most information about the school. As expected, responses missing from the lead rater were less than those of all raters. For fifteen of the nineteen items, there were no missing responses from lead raters. The four items with missing responses from lead raters all related to teaching and instruction, items that lead raters would not have seen if they did not have time to observe any classroom instruction. For all raters, most of the percent missing falls between 5% and 48% percent for the individual rubric items. The items with the highest number of responses missing from all raters were those that would have been covered in interviews and focus groups, rather than classroom observations. Since most of the team members at a particular school conducted classroom observations throughout the day, they would not necessarily have had time to listen to the interviews and thus would not have been able to rate some of the rubric items.

Taken together, these data show us that the revised rubric and protocols allow reviewers to address all areas of the rubric within the one-day time frame with over half of the review team able to score most items.

Because of the number of missing responses and the small size of the sample (n=57), it was not possible to statistically analyze inter-rater reliability with any degree of confidence. As an alternative however, researchers performed an analysis to determine the extent to which all research team members gave a school the same rating on a particular rubric item. Appendix B displays the percentage of schools for which all raters were in agreement for a particular item. These percentages were calculated for each item only when at least two raters responded.

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Based on the data presented in Appendix B, we found that there was much less variability in individual scoring of the rubric items than in the initial pilot phase. Agreement among teams ranged between 48% and 66%, a much narrower range than the 15% to 100% range in the initial pilot phase. On average, approximately half of the teams scored schools exactly the same on the majority of rubric items. Given that each reviewer saw slightly different aspects of the school and may or may not have heard all of the interviews and focus groups, the variability here is to be expected and does not seem to indicate major difficulties with the rubric or protocols.

A major purpose for the pilot process was to test both the original and revised SPR Rubric and process to see how well both the instrument and the process worked in a one-day site visit configuration. As described throughout this section, BERC researchers found the revised SPR Rubric and protocols to be much more effective and the results of the process much more reliable than the original design. Based on extensive field-testing of the rubric and conversations about the scoring process, we believe that the revised SPR Rubric and the data collection and reporting process are now ready to move out of the pilot phase and into general use by both external and internal reviewers. The next sections of this report offer a description of the data collection and reporting process that should be followed when using the SPR Rubric and related protocols.

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THE SCHOOL PERFORMANCE REVIEW PROCESS

Overview of the Process

The School Performance Review process has three components: a one-day school site visit and intensive data collection, a process of scoring the school on the SPR Rubric and writing the report, and a presentation of data back to a school in a reflective meeting format.

During the school site visit, teams of two to seven researchers visit a school and conduct interviews, focus groups and classroom observations concurrently. Researchers use protocols for focus groups with students, teachers, and parents and for interviews with administrators. Interviews and focus groups are documented on the spot. In addition, every class in the school, with the exception of physical education and high impact special education classes, is observed for 30 minutes using the STAR Classroom Observation Protocol. Documents such as the school improvement plan, school profile data, school handbook, and results from district surveys are also collected.

After every school visit, each member of the site-visit team scores the school based on the SPR Rubric -External Review (Attachment A). Once the individual rubrics are completed, the research team for each school calibrates their rubric scores and comes to agreement on a final consensus score for each rubric item. Since each member of the team may have been in different classrooms and some may only have conducted interviews and focus groups and not been in classrooms, final score discussions create an opportunity to compile and discuss all of the data collected at a particular school. Each school is assigned a lead researcher who compiles the SPR Rubric scores and the STAR Classroom Observation Protocol observations and, with team input, writes a report on the findings. These reports highlight school strengths and weaknesses within each of the Nine Characteristics of High Performing Schools and discuss practices and policies at the school level that may present barriers to implementation of school improvement or intervention plans.

Once the School and Classroom Practices Study (SCPS) report has been written, the lead researcher presents the team's findings to the individual schools as formative feedback. Ideally, this presentation is done in the form of a reflective meeting that offers school administrators and staff the opportunity to ask questions, to clarify understanding, and to begin thinking about ways to incorporate the findings into their planning.

Data Collection - The School Visit

Scheduling the school visit is an important part of the process. Although researchers attempt to be as unobtrusive as possible, the process of interviewing and gathering staff for focus groups, as well as opening up all classrooms for observation, is inherently disruptive. To ensure that enough data is collected in a day to adequately and accurately reflect the school's strengths and challenges, researchers must talk to many different people throughout the day. This creates work for school

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administrators and staff but with clear direction and enough lead time, the visits can be very successful.

The Process:

1) ***Contact schools well in advance*** to set up the date for the school visit. Try to make sure that administrators and counselors will be present that day so they can be interviewed.

2) ***Create a Form Letter*** to prepare the school for the external review visit. The letter should describe briefly and clearly the purpose of the visit, what will occur during the visit, who will be involved, and how the data will be reported back to the school. School administrators are responsible for contacting all stakeholders and setting up the interviews and focus groups for the day. It is very helpful to include a sample interview/focus group schedule in your letter that lists who reviewers need to talk to and for how long. Administrators can adapt the sample to their particular situation. Figure 1 below shows a sample schedule that you might include. *If at all possible, ask the school to send you the interview schedule before the day of the visit, so the review team can prepare for the day.* Call or email the school contact at least two days in advance to remind the site and confirm the team's visit.

Interviews and Focus Group Schedule*	
Time (Please Complete this Section)	Participants
Before School	School Leadership Team (45 Minutes)
	Principal and Assistant Principals (1 hour)
	Parents (45 Minutes)
	Counselors (45 minutes)
During Lunch	Student Volunteers, representing grades 4 or above (approximately 6 to 8 students) (45 minutes)
	Classified Staff (45 minutes)
	Instructional Staff (45 minutes)
After School	Instructional Staff (45 minutes)

Figure 1. **Sample Interview/Focus Group Schedule.**

*If it is easier or more efficient to arrange the day in a different way, please feel free to do so. The times listed here are ideal but please adjust the times to meet your needs. The key is being able to

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talk to each of the stakeholder groups. ***It is essential to speak with at least two groups of instructional staff if possible.***

3) ***Arrive early and be flexible***. Schools are collections of human beings. On any given day there are hundreds of variables that can interfere with even the best laid plans. It is important for external reviewers to come prepared to adjust to outside circumstances and still do the best they can to collect as much data as possible. Recognize that even in the best of circumstances, patience and persistence will help tremendously.

4) ***Divide into teams***. Some reviewers will conduct classroom observations and sit in on interviews/focus groups when time permits. Other reviewers will conduct interviews and focus groups and, when possible, conduct a few classroom observations. It helps if the team is clear about who will be doing what before arriving at the school. *Each school review team should appoint a Lead who will take responsibility for making sure all data collection is completed.*

5) ***Classroom Observation Protocol.*** Reviewers conducting classroom observations use the STAR Classroom Observation Protocol, a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during the classroom observation period. Reviewers observe a classroom for thirty minutes and complete a rubric for each class observed. It is essential that the reviewers are well-trained and calibrated on the protocol. Scores are combined into a school score and a descriptive report is written. *Each school review team should appoint one member to collect all of the observation rubrics and write the descriptive report.*

6) ***Interview/Focus Group Protocols.*** To ensure that all researchers are gathering data that will address the purpose of the school review and specific rubric items, interview and focus group protocols have been developed for each of the stakeholder groups to be interviewed (administrators, counselors, teachers, students, parents/community members). These protocols are attached in Appendix C. You should note that it is likely that you will not be able to get to every question given the time constraints. The protocols are organized in order with the most important questions for that particular stakeholder group asked first, so start at the beginning and work your way down the list. Most sections of the protocols will have been covered by at least one stakeholder group by the end of the day.

   Reviewers conducting focus groups should remember the following tips for facilitating such groups:

   - Encourage participants to talk to each other, not just to you.
   - Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and it they don't, they should say so.
   - If one person seems to be dominating the conversation, try to expand the discussion by asking others directly for their input on the question.

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It is very important when documenting focus groups and interviews that reviewers take down as much of what participants say as verbatim as possible. *Try not to interpret or summarize the data at this point, just get down exactly what people are saying as best you can.*

7) ***Thank you notes.*** After the visit, remember to thank the school administrators and staff for their time and effort on behalf of the visit. Thank you notes or emails are appreciated and help build cordial relationships with the school.

Data Analysis – Writing the Report

When the data collection process at the school is complete, reviewers read through the interview/focus group data and the classroom observation data, and complete the **rubric scoring sheet** (Appendix D), assigning a score for each item of the rubric and adding comments or rationales for their score in the appropriate section. Each reviewer scores the school separately. The Lead reviewer combines the individual scores into a final group score for the school and sends these back to the review team for comment and discussion. Reviewers should arrive at consensus on the scores since only one score for each rubric item will be included in the report to the school. *Discussion at this point in the process can be very fruitful, challenging reviewers to see beyond their own impressions and pointing out areas of strength and challenge at the school that the Lead reviewer can note for inclusion in the report.*

Once the school has been scored on the SPR Rubric, the Lead reviewer writes a **School and Classroom Practices Study report** that briefly describes the school's strengths and challenges in each area of the rubric, essentially highlighting the school's capacity in each of the Nine Characteristics of High Performing Schools. The report explains the rationale for each of the scores, discusses barriers to implementing improvement plans at the school, and ends with a summary and recommendations. The tone of these reports should be friendly and objective, avoiding jargon and overly complicated educational terminology. Writers should refrain from making value judgments but should describe differing perspectives where they arise. Quotes from participants should be used to illustrate points and to provide "voice" and interest in the report.

Reporting Back to the School – Reflective Meetings

The final and very important step in the school review process is the reflective meeting. Once the School and Classroom Practices Study and the Classroom Observation Study are completed for a school, external reviewers return to the school to present the findings and assist school administrators and staff in thinking about how they will use this data to move forward with their school improvement plans. Ideally, these meetings include the principal and the school leadership team and could also include staff and other stakeholders.

During the reflective meeting, the Lead reviewer goes over the data collection process with the participants, discusses the SPR Rubric and how it was used to score the school, reviews the school specific data, and answers questions. Time is set aside for participants to work in small groups to

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review their school data and begin forming an action plan. The meeting ends with a group discussion about how participants can use the review data in their work. *Reflective meetings help to ensure that participants actively engage with the school review data and have an opportunity to respond to both the data and the review team.* In this way, everyone, reviewers and participants alike, learns from the experience.

School Review Process for Internal Reviewers (School Personnel)

Although the SPR Rubric was designed primarily as a tool to assist external School Performance Review Teams, OSPI believes the rubric and the school review process described here can be used by schools themselves to conduct in-house performance reviews or to provide benchmarks by which a school can measure its alignment with state standards. Most of the processes described above apply equally to internal reviewers with a few changes.

Data collection. For internal reviewers, there is obviously no need to schedule a school visit although the school may want to use a waiver day to walk through the review process. Rather than interviews and focus groups, individual staff members can score themselves and their school according to the rubric, being very careful to list evidence for each score. For internal school reviews, it may be more helpful to use the SPR Rubric – Internal Review in Attachment B which includes more specifically itemized indicators that external reviewers cannot attend to in one day, but which school personnel may be able to answer easily.

When conducting the self-assessment, it is helpful to have access to additional data. The additional data may include, but is not limited to, achievement data, surveys, classroom observation or classroom walk-through data, graduation rates, and other outcome data. If this data is not available, it will helpful to acquire this prior to doing the self-assessment.

Data analysis. Once individual school staff have given themselves and their school a rubric score for each item, staff and administrators should come together to discuss their findings and compare their individual rubric scores for the school. Items where rubric scores differ widely may indicate areas in need of focused attention of some kind. If rubric scores are widely divergent in most categories, then work needs to be done to focus attention and effort on developing clear and shared goals for the school to move toward. Working toward agreement on a consensus score for the school on each rubric item will help staff to begin that process.

Reporting Back. Once the school staff has come to agreement on a consensus rubric score for each item, staff members can begin reviewing the data they collected and developing an action plan for incorporating what they have learned into their work. The following section outlines in more detail how the data from these school reviews can be used.

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USING THE SCHOOL REVIEW DATA

Unlike test scores and survey data, the qualitative nature of the school review offers school administrators and staff a deeper glimpse into underlying assumptions, attitudes, and beliefs that determine the behavior of the school's stakeholder groups and can often block school improvement initiatives. Because it is aligned with district and state goals for improving student achievement and with research on best practices, the school review data for each school can be very useful in setting expectations for what kinds of structures, policies, and practices should be in place in order to improve student achievement for all students. The data shows schools very clearly where they are falling short but, because the process is based on a rubric, school personnel can see that there is a continuum and a path they can follow toward improvement. To use the school review data well, it needs to be incorporated into the school's systems and become part of an accountability structure. Here are some ways to do that:

1) ***Findings from the school review process should drive school improvement planning***. Discussions of findings should include a comparison of the data with the school improvement plan to see if benchmarks are being met and whether the plan has steps in place to address the challenges highlighted by the school review. Action plans can then be set that include commitment to a goal, assignment of specific responsibilities, and a timeline for completion of the plan elements.

2) ***Findings from the school review should inform school decisions about appropriate intervention models***. For schools being asked to choose a federal intervention program, the school review process provides important data on the capacity of the school and its staff to make the changes required in a particular intervention model. OSPI now requires a school review as part of the school application for federal intervention model funding.

3) ***School coaches should use the school review findings to focus their coaching work.*** Within their specific content focus, school coaches (literacy, reading, math), should support the rubric elements and assist teachers and administrators to understand and incorporate new systems, structures, and policies that will move the school to higher rubric scores by increasing student learning. Ongoing reinforcement of rubric elements through coaching is a powerful force for change.

4) ***Findings from the school review can highlight alignment between school and district improvement plans.*** Accountability for school improvement rests primarily with the school staff but can be supported or seriously hindered by actions at the district level. As schools become clearer about their own areas of challenge, they may also see areas where decisions made at the central office are constraining them. School administrators can use the school review findings to initiate conversations with district administrators around these issues.

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CONCLUSION

The school review process as described here is intensive. To accomplish it in one day and collect enough data to give reviewers an accurate sense of a school's strengths and challenges requires focus and dedication. For internal reviewers especially, this process may be difficult because it is so easy to get pulled away for other things during a school day and because relationships with colleagues make it difficult sometimes to see with new eyes. We believe that if reviewers approach the review process remembering that the goal is not to proclaim right and wrong but rather to develop new critical perspectives on school practices, then the learning can be significant for everyone involved. It is not until we make our work visible, that it can be changed. The school review process offers schools an opportunity to see themselves with new eyes, reflect on what they have seen, and make informed decisions that can lead to the changes we all want to see in student achievement. We hope that this facilitator's guide has provided you with the tools you need to benefit from the process and continue the good work of improving education for all students.

Draft

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Draft

LIST OF APPENDICES AND ATTACHMENTS

APPENDIX A – SAMPLE LETTER

APPENDIX B – RUBRIC ANALYSIS PERCENT OF RESPONSES MISSING

APPENDIX C – RUBRIC ANALYSIS PERCENT OF TEAMS IN AGREEMENT

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Draft

APPENDIX A – SAMPLE LETTER

OSPI School Improvement Grant Opportunities

School and Classroom Practices Study

[Date]

Dear [Building Principal],

As you know, The BERC Group will be conducting a School and Classroom Practices Study (SCPS) in your school within the next few weeks. These one day school review visits are designed to help inform your district of the most appropriate federal intervention model for Tier I and Tier II schools, to identify focus areas for improvement, and to examine how closely your school is aligned with OSPI's research-based Nine Characteristics of High Performing Schools. We are sending you this letter to outline the process for the visit and to ask for your assistance in organizing the day.

On the day of our visit, a team of BERC researchers (two to eight people depending on the size of your school) will conduct interviews, focus groups, and classroom observations concurrently throughout the day. Researchers will also collect school documents. Specific details about each of these practices are included below. We will need your help in setting up and scheduling the interviews and focus groups. A sample schedule is also provided at the end of this letter.

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School Level Data Collection

Interviews and Focus Groups

Throughout the day of our visit, we will conduct formal and informal interviews and focus groups with administrators, the school leadership team, counselors, teachers, students, parents and community members, and classified staff. To limit the impact on the classroom, we will not be pulling teachers out of their classrooms but instead, suggest that we meet with teachers during prep

periods, at lunch, and/or before and after school. *We have attached a sample interview/focus group schedule at the end of this letter. Please adjust the schedule to meet the needs of your staff and school. Send us the finalized schedule prior to our visit, so we can plan our day accordingly.*

Document Collection

To ensure a greater understanding of your school, and to help us organize our time most efficiently and effectively, we will need to collect school documents. *On the day of the visit, please have a copy of your master schedule, bell schedule, school/campus map, school improvement plan, parent/student handbook, and course catalog, ready for us if available. Please feel free to include additional artifacts that will help us learn more about your school such as newsletters, activity schedules, or examples of Student Learning Plans and High School and Beyond Plans.* We may ask for additional documents as they are referenced in the interviews and focus groups.

In addition to the above documents, we will work with your school district to access additional data such as district climate surveys, school effectiveness surveys, and other school level information.

Classroom Level Data Collection

The purpose of the observation study is to determine the nature of the classroom instruction that is taking place throughout the school. Typically, we observe every classroom except for physical education, music, and high impact special education classes. We usually do not observe classes that are testing.

What is involved in the classroom observations?

A BERC researcher will visit each classroom in your school for 25 to 30 minutes. We want to observe "typical" lessons, so teachers should not do any special preparation for the observations. Because we schedule the observations after we arrive at the school, teachers will not necessarily know what time of the day the observations will occur in any given classroom. *You and your staff are not responsible for scheduling the classroom observations.*

What kind of data will be collected?

Observers will be using the STAR Classroom Observation Protocol that focuses on measuring the extent to which Powerful Teaching and Learning™ is present during the observation period. The protocol will be made available to participants after the visit.

How will the data be reported?

The results of the classroom practices study will be made available to participants only in descriptive form at the aggregate school level. Individual teacher results will **NOT** be shared. If there are questions from teachers about how these findings will be reported and used, please assure them of the following:

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No individual classroom observation results will be reported or available to anyone within the school, within the district, or external to the district.

Reporting the Study Results

Within a week of our visit, you will receive a SCPS report on your school and classroom practices, detailing our findings and highlighting your school's capacity to improve in each of the Nine Characteristics of High Performing Schools. The report will discuss barriers to implementing improvement plans at your school and offer recommendations. BERC Group researchers will review your school's data with you, your administrative team, and staff and assist you in thinking about how you will use this data to move forward with your school improvement grant application.

Where applicable, the school district will receive a report with aggregated data from all schools in the district. This data will be used to inform district improvement planning.

What happens next?

After the date for the school review visit is confirmed, please work with your school staff to arrange interviews and focus groups with school staff and stakeholders according to the sample schedule attached. *Please send us a finalized schedule, indentifying the times for the interviews and focus groups. The schedule should be sent to* [name] and [name].

Thank you for your help in conducting this component of the Summit District Improvement Initiative. Please contact me if you have any questions about the project.

Sincerely,

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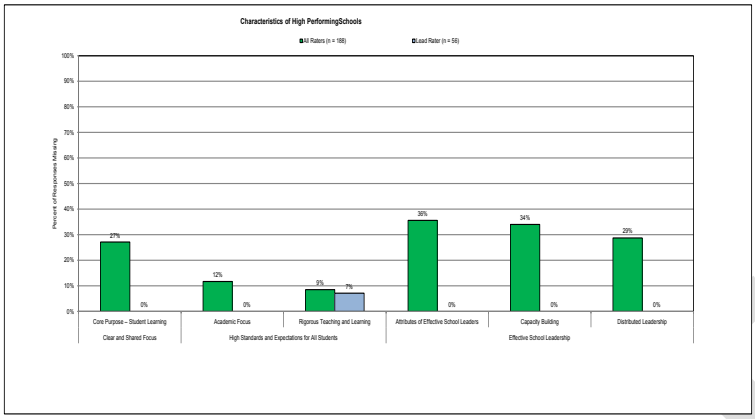
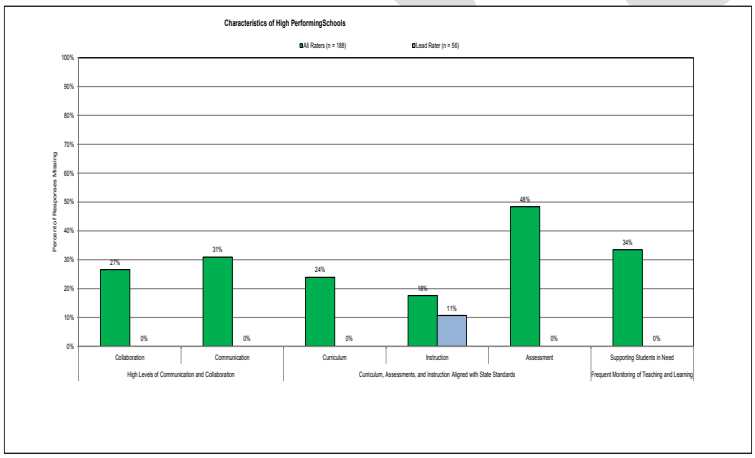
APPENDIX B – RUBRIC ANALYSIS PERCENT OF RESPONSES MISSING





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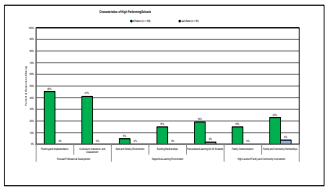
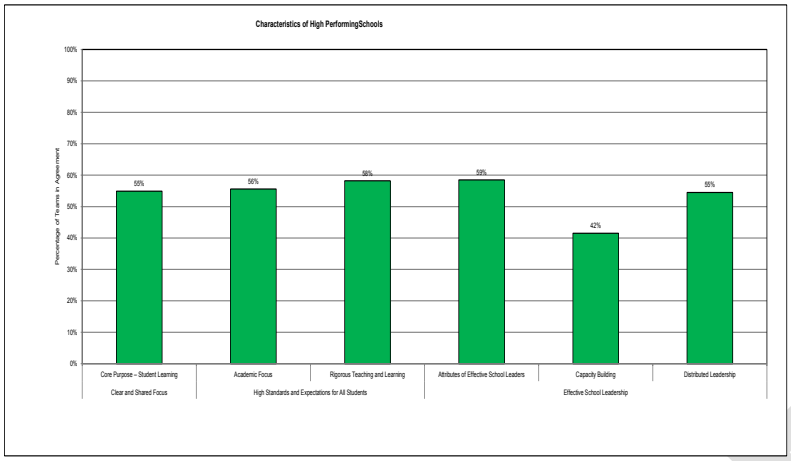
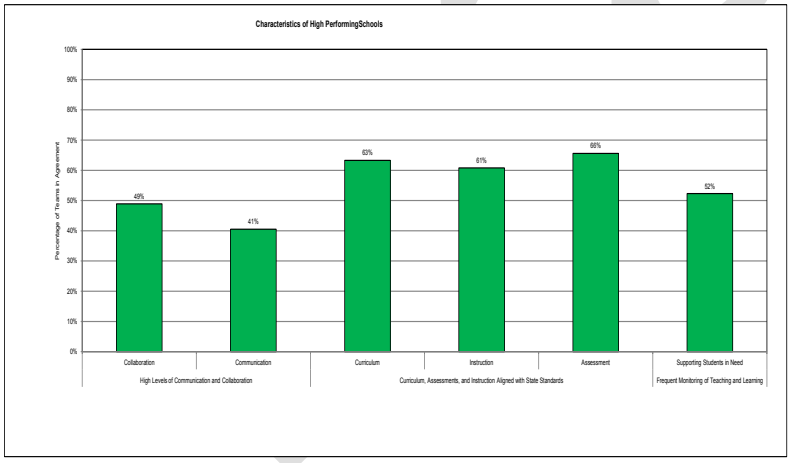

Characteristics of High Performing Schools
Percent of Schools with Indicator
Focused Instructional Leadership
Systematic Learning Environment
Focused Instructional Management
Consistent Attention to Student Progress
Clear and Shared Focus
Frequent Monitoring of Teaching and Learning
Opportunity to Learn Time on Task
Safe and Orderly Environment
Positive Teacher Expectations
High Level Student Expectations
Parent Involvement
Home and Community Partnerships

Draft

APPENDIX C – RUBRIC ANALYSIS PERCENT OF TEAMS IN AGREEMENT





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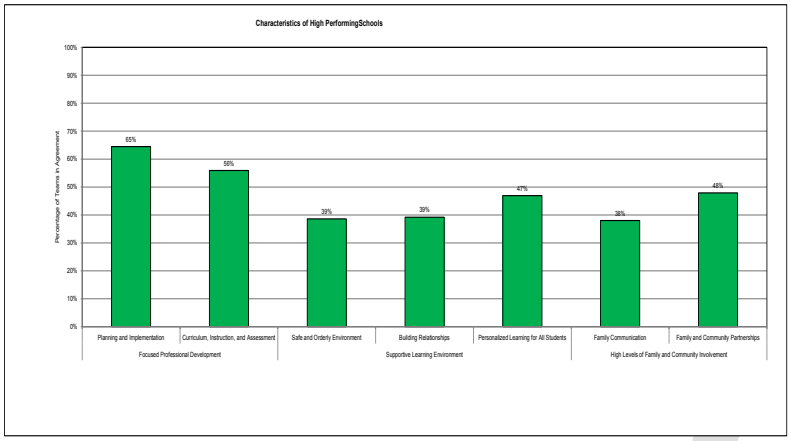
Characteristics of High PerformingSchools
Percentage of Teams in Agreement
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
65%
56%
39%
39%
47%
38%
48%
Planning and Implementation
Curriculum, Instruction, and Assessment
Safe and Orderly Environment
Building Relationships
Personalized Learning for All Students
Family Communication
Family and Community Partnerships
Focused Professional Development
Supportive Learning Environment
High Levels of Family and Community Involvement

Draft

APPENDIX D – INTERVIEW/FOCUS GROUP PROTOCOLS

School and Classroom Practices Study

ADMINISTRATOR INTERVIEW/FOCUS GROUP

(Principals, Asst Principals, School Leadership Team, SCDM)

School Name:	
District Name:	
Date:	**Interviewer/Documenter:**
Total Number of Participants:	
Special Issues/Other information:	

Facilities Description

Cleanliness/order overall:
Building (halls, classrooms, etc.):
Outside/Playground:
Library:
Other (e.g., cafeteria, gym):

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Draft

Clear and Shared Focus

Describe the school's vision and mission.

- **How was the mission/vision developed? (What was the process?)**
- **How does the school's mission/vision influence school decisions?**
- **How is the school mission aligned with the district mission?**

Please describe your current school improvement goals and activities.

- **What specific initiatives are you and your staff focusing on? [top 3-4 if a long list]**
- **How is the mission related to your current school improvement plan?**

How is the school supporting its mission, vision and improvement goals? [Prompt for how resources (funding, time, materials, etc.) are used to support the mission and school improvement plan]

- **Describe the decision-making process used to allocate resources.**

High Standards and Expectations for All Students

How does your school set high expectations for student performance?

- **Prompt for: Common academic core? Access to advanced courses for all? EALRs and GLEs used? Teacher/admin attitudes towards students?**

How rigorous is teaching and learning at your school?

- **How knowledgeable are teachers about authentic pedagogy (active participation, collaboration, reflection, disciplined inquiry, construction of knowledge)?**
- **What areas (subjects, grades, or other) need work with regard to increasing rigor?**
- **How do you check for rigor?**

What data is used to set expectations and target instruction?

- **How is this data collected?**
- **How is the data used?**

Draft

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- **Who is involved in the decision-making process (students, parents, community representing different subgroups)?**

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

- **How are these expectations communicated?**
- **How do you build capacity in your teachers and staff to meet these expectations?**

How does administration monitor fidelity of implementation of curriculum and instruction?

- **Are there informal tracking processes?**
- **What kinds of conversations are you having with teachers about curriculum and instruction?**
- **How often do you have conversations with teachers about student performance?**

How are teachers recruited, oriented, and incorporated into the school?

- **What criteria are used to decide if there is a "fit" between the teachers and the school?**
- **How much flexibility do you have within district hiring guidelines?**

How do you support your colleagues in taking risks and making innovations in this school? [ask for specific examples]

High Levels of Collaboration and Communication

What kinds of opportunities are there at this school for collective professional learning (e.g. CFGs, PLCs, peer observation, book studies, etc.)?

- **What is the purpose of these meetings? [How are they used? Prompt for: sharing practice, discussing student work, common lesson planning, developing common assessments, etc.]**
- **How effective are these opportunities in helping improve instruction?**
- **What percentage of the school staff participate in these opportunities?**

Draft

- **Who is included in these meetings?**

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community?

Curriculum, Instruction, Assessments Aligned with State Standards

Is there a common understanding or demonstrated agreement among your staff about what effective teaching and learning is at your school?

- **Prompt for: common language used, planning lessons in common, common rubrics, common assessments**
- **How do you encourage this?**

How is formative and summative assessment data used to make decisions about your school or modify instruction?

- **How do you share this data with students, parents and other stakeholders?**

What systems are in place used for screening students' at risk for academic or behavioral difficulty, monitoring student progress or pinpointing unique needs (diagnostic assessments)?
How do you document whether teaching to the standards has taken place and has been implemented with fidelity?

How do you ensure that the curriculum is aligned with key concepts, theories and content in each subject area?

Do your teachers use an instructional framework* to plan instruction? If so, please describe. [An Instructional framework is an overarching theory of teaching and learning that provides guidelines/key areas of focus for content and practice – e.g., STAR protocol, Habits of Mind, Inquiry-based learning, etc.]***

Frequent Monitoring of Learning and Teaching

How do you determine whether you are serving all students within a school?

- **Which groups perform the most poorly in this school?**
- **What do you do to assist those students to achieve at higher levels? [prompt: encourage them to take more rigorous classes? Academic support? Enlist parents?]**
- **How do you ensure that high achieving students continue to be challenged?**

Draft

Do you collect data disaggregated by ethnicity (e.g. achievement, discipline, etc?)

- **How do you use the data?**
- **How does it affect your policy and practices?**
- **How do you ensure that teachers use the data to target and improve instruction?**

How are teachers assigned to classes, classrooms, and schools? [prompt: where are the highly qualified teachers usually placed?]

Focused Professional Development

How does the school determine the professional development needs of its teachers?

How well are your staff's professional development needs being met?

- **Is PD doing its job to build instructional and/or leadership capacity in your staff?**

How would you assess the quality of the professional development your staff is receiving?

- **Aligned with state standards?**
- **Research-based?**
- **Incorporates principles of adult learning (participatory, relevant)?**
- **See changes in instructional practice? [give examples]**

Supportive Learning Environment

How well do you think the physical environment of your school supports teaching and learning?

How would you characterize most social interactions you see and participate in, in your school?

- **Prompt: Are they respectful? Hostile? Caring? Indifferent?**

What systems are in place to offer feedback to school leadership about what is happening in the school?

- **Who tends to use this system? [prompt: Teachers? Parents? Students? Community?]**

Draft

High Level of Family Partnership and Community Involvement

How are parents/caregivers involved in your school?

- **Prompt: classroom volunteers, PTSA, tutoring, etc.**
- **How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephone or internet access, or do not speak English?**

In what way is the community involved in your school?

- **Prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?**

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?

Draft

School and Classroom Practices Study

COUNSELOR INTERVIEW

(Adapt for Classified Staff as well)

School Name:	
District Name:	
Date:	**Interviewer/Documenter:**
Total Number of Participants:	
Special Issues/Other information:	

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Supportive Learning Environment

How well do you think the physical environment of your school supports teaching and learning?

How would you characterize most social interactions you see and participate in, in your school?

- **Prompt: Are they respectful? Hostile? Caring? Indifferent?**

What systems are in place to offer feedback to school leadership about what is happening in the school?

Draft

- **Who tends to use this system? [prompt: Teachers? Parents? Students? Community?]**

How are student and staff accomplishments celebrated?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?

- **Is there a transition program in place?**

Frequent Monitoring of Learning and Teaching

How do you determine whether you are serving all students within a school?

- **Which groups perform the most poorly in this school?**
- **What do you do to assist those students to achieve at higher levels? [prompt: encourage them to take more rigorous classes? Academic support? Enlist parents?]**
- **How do you ensure that high achieving students continue to be challenged?**

Does the school collect data disaggregated by ethnicity (e.g. achievement, discipline, etc?)

- **How is this data used?**
- **How does it affect your policy and practices?**
- **How do you ensure that teachers use the data to target and improve instruction?**

High Level of Family Partnership and Community Involvement

How are parents/caregivers involved in your school?

- **Prompt: classroom volunteers, PTSA, tutoring, etc.**
- **How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephone or internet access, or do not speak English?**

In what way is the community involved in your school?

- **Prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?**

Clear and Shared Focus

Describe the school's vision and mission.

Draft

- **How was the mission/vision developed? (What was the process?)**
- **How does the school's mission/vision influence school decisions?**
- **How is the school mission aligned with the district mission?**

How is the school supporting its vision, mission and school improvement plan? [prompt: How are resources (funding, time, materials, etc.) used to support the mission and school improvement plan?

- **Describe the decision-making process used to allocate resources.**

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- **Who is involved in the decision-making process (students, parents, community representing different subgroups)?**

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

- **How are these expectations communicated?**
- **How do you build capacity in your teachers and staff to meet these expectations?**

How often do you have conversations with teachers about student performance?

How are you supported in taking risks and making innovations in this school? [ask for specific examples]

- **How do you support your colleagues in taking risks?**

How are cultural issues addressed at this school? [Prompt for: structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- **What kinds of cultural training do you receive?**

High Standards and Expectations for All Students

How does your school set high expectations for student performance?

- **Prompt for: Common academic core? Access to advanced courses for all? EALRs and GLEs used? Teacher/admin attitudes towards students?**

Focused Professional Development

How well are your professional development needs being met?

Draft

How would you assess the quality of the professional development you are receiving?

- **Aligned with state standards?**
- **Research-based?**
- **Incorporates principles of adult learning (participatory, relevant)?**

High Levels of Collaboration and Communication

Are you involved in collective professional learning opportunities at this school (e.g. CFGs, PLCs, peer observation, book studies, etc.)?

- **What is the purpose of these meetings? [How are they used? Prompt for: sharing practice, discussing student work, common lesson planning, developing common assessments, etc.]**
- **How effective are these opportunities in helping you to do your work?**
- **What percentage of the school staff participate in these opportunities?**
- **Who is included in these meetings?**

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community?

Curriculum, Instruction, Assessments Aligned with State Standards

No questions in this section for counselors.

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?

Draft

School and Classroom Practices Study

TEACHER FOCUS GROUP

(Certificated Staff, Para educators, Specialists)

School Name:	
District Name:	
Date:	**Interviewer/Documenter:**
Total Number of Participants:	
Special Issues/Other information:	

Curricular/Assessment Materials

Reading/English Program:
Math Program:
School-Wide Assessments (e.g. DIBELS, Cognitive Tutor):
Other (e.g., bullying prevention programs, discipline programs, after school programs, tutoring programs):

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Draft

High Standards and Expectations for All Students

How does your school set high expectations for student performance?

- **Prompt for: Common academic core? Access to advanced courses for all? EALRs and GLEs used? Teacher/admin attitudes towards students?**

How rigorous is teaching and learning at your school?

- **How often do you see evidence of authentic pedagogy (active participation, collaboration, reflection, disciplined inquiry, construction of knowledge) in classrooms (including your own)?**
- **What areas (subjects, grades, or other) need work with regard to increasing rigor?**
- **How do you check for rigor?**

What data is used to set expectations and target instruction?

- **How is this data collected?**
- **How is the data used?**

Curriculum, Instruction, Assessments Aligned with State Standards

How do you align instruction with the content and achievement standards (EALRs, GLEs)?

- **Is there vertical and horizontal alignment?**
- **How do you document whether teaching to the standards has taken place and has been implemented with fidelity?**

Do you use an instructional framework* to plan instruction? If so, please describe.
[* ***An Instructional framework is an overarching theory of teaching and learning that provides guidelines/key areas of focus for content and practice – e.g., STAR protocol, Habits of Mind, Inquiry-based learning, etc.]***

- **Does your instructional framework incorporate principles of learning such as constructing knowledge, active engagement, meaningful content, collaboration, social interaction, and self-assessment? If yes, which ones? If not, how do you incorporate these principles into your lessons?**

Is there a common understanding or demonstrated agreement among your staff about what effective teaching and learning is at your school?

Draft

- **Prompt for: common language used, planning lessons in common, common rubrics, common assessments**

Describe the types of differentiated instruction methods you use to accommodate diverse learning needs. [prompt for ELL and SPED as well as other low performing subgroups]

- **How often do you incorporate these differentiated methods?**

What district or classroom assessments do you use?

- **How do you develop these assessments? [Prompt : use of EALRs and GLEs? Use of performance standards?]**
- **How do you use these assessments? [Prompt: formative or summative? Used to revise lesson/curriculum?]**
- **How do you share this data with students, other teachers, admin, parents, and other stakeholders?**

Focused Professional Development

How does the school determine the professional development needs of its teachers?

How much professional development time do you get in a year? Is this enough time?

- **What kinds of PD activities/workshops/classes have you participated in?**
- **Who usually delivers your professional development activities/workshops/classes?**

How would you assess the quality of the professional development you are receiving?

- **Aligned with state standards?**
- **Research-based?**
- **Incorporates principles of adult learning? (Prompt: research-based, job embedded, interactive, collegial and did they include ongoing follow-up and support)**
- **See changes in instructional practice? [give examples]**

How well are your professional development needs being met?

- **Is PD doing its job to build instructional and/or leadership capacity?**

Draft

High Levels of Collaboration and Communication

What kinds of opportunities are there at this school for collective professional learning (e.g. CFGs, PLCs, peer observation, book studies, etc.)?

- **What is the purpose of these meetings? [Prompt for: sharing practice, discussing student work, common lesson planning, developing common assessments, etc.]**
- **How effective are these opportunities in helping improve instruction?**
- **What percentage of the school staff participate in these opportunities?**
- **Who is included in these meetings?**

How is student information [grades, attendance, contact information, test scores] organized, stored and retrieved? Is it easily accessible to teachers, students and parents?

Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community? Is this plan widely understood and used?

Frequent Monitoring of Learning and Teaching

How do you determine whether you are serving all students within a school?

- **Which groups perform the most poorly in this school?**
- **What do you do to assist those students to achieve at higher levels? [prompt: encourage them to take more rigorous classes? Academic support? Enlist parents?]**
- **How do you ensure that high achieving students continue to be challenged? [Prompt: what structures are in place?]**

Do you collect data disaggregated by ethnicity (e.g. achievement, discipline, etc?)

- **How do you use the data?**
- **How does it affect your policy and practices?**
- **How do you ensure that teachers use the data to target and improve instruction?**

Does each low performing student have a personalized academic plan?

Draft

How are teachers assigned to classes, classrooms, and schools? [Prompt: where are the highly qualified teachers usually placed?]

Clear and Shared Focus

Describe the school's vision and mission.

- **How was the mission/vision developed? (What was the process?)**
- **How does the school's mission/vision influence school decisions?**
- **How is the school mission aligned with the district mission?**

Please describe your current school improvement goals and activities.

- **What specific initiatives are you and your staff focusing on? [top 3-4 if a long list]**
- **How is the mission related to your current school improvement plan?**

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place]

- **Who is involved in the decision-making process (students, parents, community representing different subgroups, other stakeholders)?**

In what ways are adults held accountable for meeting high performance expectations for themselves and their students?

- **How are expectations communicated?**
- **How are you supported in meeting these expectations?**

How does administration monitor fidelity of implementation of curriculum and instruction?

- **Are there informal tracking processes?**
- **What kinds of conversations do you have with admin about curriculum and instruction?**
- **How often do you have conversations with administrators about student performance?**

How are you supported in taking risks and making innovations in this school? [ask for specific examples]

Draft

How are cultural issues addressed at this school? [Prompt for: structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- **What kinds of cultural training do you receive?**

Supportive Learning Environment

What kinds of school-wide classroom management and discipline policies are in place?

- **How well are these working?**
- **How consistently are these monitored and enforced?**
- **How do all students and families know what is expected of them?**

What strategies do you use to develop relationships with your students?

- **How does developing and maintaining relationships with your students affect your teaching and their learning?**

What systems are in place to offer feedback to school leadership about what is happening in the school?

- **Who tends to use this system? [prompt: Teachers? Parents? Students? Community?]**

How are student and staff accomplishments celebrated?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?

- **Is there a transition program in place?**

High Level of Family Partnership and Community Involvement

How are parents/caregivers involved in your school?

- **Prompt: classroom volunteers, PTSA, tutoring, etc.**
- **How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephone or internet access, or do not speak English?**

In what way is the community involved in your school?

Draft

- **Prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?**

Alternative Secondary School Best Practices
[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?

Draft

School and Classroom Practices Study

STUDENT FOCUS GROUP

School Name:	
District Name:	
Date:	**Interviewer/Documenter:**
Total Number of Focus Group Participants:	
Special Issues/Other Information:	

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Clear and Shared Focus

Tell me what your school stands for. What is your school trying to do for students?

If another student was going to move into this area and come to your school, what would you tell them about your school?

High Standards and Expectations for All Students

What kinds of things do you do in class?
How do you know what your teachers' goals are for your work?

- **How do you know what you have to do to get a good grade?**
- **How do you know the steps you have to take to learn more?**

Draft

How do your teachers challenge you to do your best work? [ask for specific examples]

What study skills do your teachers teach you at this school?

How much homework do you get? How often? [NOTE: This may elicit more data at MS and HS level]

Effective School Leadership

Does anyone ask for your ideas about what should happen at the school? If yes, who and when? If not, why do you think they don't?

How does your school treat students from different cultures? [prompt for structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- **What kinds of cultural programs are there at this school?**

High Levels of Collaboration and Communication

Do you see your teachers working together on lessons or on teaching a class? [give example]

- **How did this compare to when your teacher works alone?**

How does the school tell you and your family about what is going on at school? [Prompt: How do you hear about events like PTSA meetings or assemblies or things like that?]

- **Do you feel like your parents/caregivers know what is going on at school? If not, why not?**

How do your teachers give you information about your grades, attendance, contact information, test scores? How do you get this information [prompt: teacher tells me, online, hard copies, other]?

Curriculum, Instruction, Assessments Aligned with State Standards

Describe a good teacher. Do all of you agree?

Draft

How do your teachers make sure everyone understands what they're teaching?

- **Can you give me some examples of ways that they help all students understand? [prompt for ELL or SPED students and for gifted students]**

What happens after you take a test in class? How do you figure out what you got wrong and what you got right?

- **How do you learn what you didn't know on the test?**

Frequent Monitoring of Learning and Teaching

How do your teachers encourage all students to take harder classes and do their best work?

- **What kind of support does the school give you to help you take harder classes? [prompt for: study skills, after school support, in class support, etc.]**

How do your teachers help students who are struggling?

Supportive Learning Environment

Tell me about the classroom and school rules for when students get in trouble. What happens?

- **How well are these working?**
- **Do you think they are fairly enforced?**
- **Do all students and families know the rules? How are they told?**

How well do you know your teachers?

- **What do your teachers do to get to know you better?**
- **Does it make a difference in class if you know your teachers better and they know you?**

How do people treat each other in your school? [prompt: Are they respectful? Mean? Caring? Don't care?]

How are student accomplishments celebrated?

Draft

How does the school help you in planning and preparing for the next step in your education, training, or transition to work? [prompt: preparing for MS or HS or post HS options]

- **Is there a transition program in place to help you?**

High Level of Family Partnership and Community Involvement

How is your family involved in this school? [prompt: classroom volunteers, PTSA, tutoring, etc.]

How do your teachers and principal get to know your parents? [prompt for cases where parents are not available during school hours or have transportation problems or don't have telephone or internet access, or don't speak English.]

In what way is the community involved in your school? [prompt: before/after school program sponsors, donate supplies, support clubs or sports events, partnerships, other?]

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

What is special about this school?

How are students picked to come to this school?

How does your school help students stay in school and succeed academically?

Draft

School and Classroom Practices Study

CAREGIVER/COMMUNITY FOCUS GROUP

School Name:	
District Name:	
Date:	**Interviewer/Documenter:**
Total Number of Participants:	
Special Issues/Other information:	

Tips for facilitating/documenting a focus group;

- Encourage people to talk to each other, not just to you.
- Remind participants that the object of the discussion is to provide you with different perspectives, not to come to consensus. Everyone does not have to agree and if they don't they should say so.
- If one person seems to be dominating, try to expand the discussion by asking others directly for their input on the question.
- Try to take down as much of what people say as verbatim as possible – try not to interpret or summarize.

Clear and Shared Focus

Describe the school's vision and mission.

- **How was the mission/vision developed? (What was the process?)**
- **Were you part of the process?**
- **Does the mission/vision meet with your goals for your child's education?**

High Standards and Expectations for All Students

How would you describe the level of learning going on at this school? [ask for specific examples]

- **How satisfied are you with this level of learning?**

Draft

What kind of expectations do teachers and the school have of your child?

- **Are the expectations realistic?**
- **Do the expectations challenge your child to learn more?**

Effective School Leadership

How are decisions made at this school? [ask about specific decision-making bodies, structures/processes in place

- **How are parents consulted in decision-making at the school (if at all)?**
- **Who makes most of the decisions?**
- **How are you told about decisions made at the school?**

How are cultural issues addressed at this school? [prompt for structures, policies or practices that address the effects of poverty, ethnic or racial differences, gender stereotypes, etc.]

- **What kinds of cultural programs do you see at this school (if any)?**

High Levels of Collaboration and Communication

What methods does the school use to communicate with you?

- **Which methods are most commonly used?**
- **Which methods are most effective?**

Does the school have translation services for those parents and students who need them?

How accessible is student information [grades, attendance, contact information, test scores] to you?

Curriculum, Instruction, Assessments Aligned with State Standards

How well do you think the curriculum used in this school challenges your child?

How effective are teachers in this school at helping your child learn and improve?

Have you seen or heard of teachers using different instructional methods to teach students with diverse learning needs? [prompt for ELL and SPED as well as high performing subgroups]

- **How often do you see these methods incorporated into the classroom and lesson?**

Draft

How do you find out the results of your student's classroom assessments?

- **How do these assessments help you understand your child's academic strengths and challenges?**

Frequent Monitoring of Learning and Teaching

How does the school encourage all students to pursue more rigorous classes?

- **What structures and services are in place to do this? [prompt for: study skills, after school support, in class support, etc.]**

What does the school do to assist students who are doing poorly?

Supportive Learning Environment

What kinds of school-wide behavioral and attendance expectations are in place?

- **How consistently are these monitored and enforced?**
- **Do all students and families know what is expected of them? How are they told?**

How well do you know your child's teachers?

- **How well do you think the teachers know your child?**
- **Do you think these relationships make a difference in your child's education? How?**

Do you feel welcome at this school?

If you have a problem with something, what systems are in place to offer feedback to school leadership about what is happening in the school?

How are student accomplishments celebrated?

How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?

- **Is there a transition program in place?**

Draft

High Level of Family Partnership and Community Involvement

How are parents/caregivers invited to become involved in this school? [prompt: classroom volunteers, PTSA, tutoring, etc.]

How does the school build relationships with parents?

- **What about those who are not available during school hours**
- **Those who have transportation problems or who don't have telephone or internet access?**
- **Those who do not speak English?**

In what way is the community involved in this school? [prompt: before/after school program sponsors, donate supplies, support clubs or sports events, other?]

Alternative Secondary School Best Practices

[USE THESE ADDITIONAL QUESTIONS ONLY IF YOU ARE AT AN ALTERNATIVE SCHOOL]

In what ways does the district support this school?

Are there special services provided/marketed that are unique to this school compared to other schools in the district?

How are students identified for placement in alternative schools/this school?

What additional supports (if any) are provided by your school to help students stay in school and succeed academically?

Draft

APPENDIX E – RUBRIC SCORING SHEET

School: _____ Date: _____

Reviewer: _____ Lead? Y N

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	

Comments:

High Standards and Expectations for All Students	
Academic Focus	
Rigorous Teaching and Learning	

Comments:

Effective School Leadership	
Attributes of Effective School Leaders	
Capacity Building	
Distributed Leadership	

Comments:

Draft

High Levels of Collaboration and Communication	
Collaboration	
Communication	

Comments:

Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	
Instruction	
Assessment	

Comments:

Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	

Comments:

Focused Professional Development	
Planning and Implementation	
Curriculum, Instruction, and Assessment	

Comments:

Draft

Supportive Learning Environment	
Safe and Orderly Environment	
Building Relationships	
Personalized Learning for All Students	

Comments:

High Levels of Family and Community Involvement	
Family Communication	
Family and Community Partnerships	

Comments:

Draft

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Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
Hiring, developing, and retaining great principals and Turnaround leadership	
Has the principal been involved in recent whole school improvement?	Describe your current school improvement goals and activities.
Can the principal be an effective leader for change?	In what ways are adults held accountable for meeting high performance expectations for themselves and their students? How does administration monitor fidelity of implementation of curriculum and instruction? How do you support your colleagues in taking risks and making innovations in this school? How does the school determine the professional development needs of its teachers? How would you characterize most social interactions you see and participate in, in this school? What systems are in place to offer feedback to school leadership about what is happening in the school?
Do principals have the flexibility in hiring and retaining staff, scheduling and budget?	How are teachers recruited, oriented, and incorporated into the school? What criteria are used to decide if there is a "fit" between the teachers and the school? How much flexiblity do you have within district hiring guidelines? How are resources used to support the mission and school improvement plan? In what ways does the district support this school?
Can the current governance structure be adjusted to address turnaround?	How are decisions made at this school? Who is involved? How does the school's mission/vision influence school decisions?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
	What kinds of opportunities are there at this school for collective professional learning?
Hiring, developing, and retaining great teachers	
How much of your staff is willing to make the necessary changes and embrace the process of change?	Describe the school's mission and vision. How does the mission/vision influence school decisions? Is there a common understanding or demonstrated agreement among your staff about what effective teaching and learning is at your school? How would you characterize most social interactions you see and participate in, in this school?
How much flexibility does the school have to implement new strategies for hiring and retaining effective teachers?	How are teachers recruited, oriented, and incorporated into the school? What criteria are used to decide if there is a "fit" between the teachers and the school? How much flexiblity do you have within district hiring guidelines?
Are measures in place to determine effectiveness and ability of your staff to work in a turnaround environment?	What data is used to set expectations and target instruction? Do you collect data disaggregated by ethnicity? How do you ensure that teachers use the data to target and improve instruction? How do you determine whether you are serving all students within a school?
Do you identify and reward leaders and teachers who have increased student achievement?	How often do you have conversations with teachers about student performance? How are student and staff accomplishments celebrated?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
Do you identify and remove leaders and teachers who have not increased student achievement?	In what ways are adults held accountable for meeting high performance expectations for themselves and their students?
Does the teacher evaluation system take into account multiple measures?	What kinds of conversations do you have with teachers about curriculum and instruction? In what ways are adults held accountable for meeting high performance expectations for themselves and their students?
Do you place high performing teachers in low achieving classes?	How are teachers assigned to classes, classrooms, and schools?
Do you provide staff with high quality, job embedded professional development?	How does the school determine the professional development needs of its teachers? How well are your staff's professional development needs being met? How much professional development time do you get in a year? Is it enough time? What kinds of opportunities are there at this school for collective professional learning? How would you assess the quality of the professional development you (your staff) is receiving?
Do you have a system for measuring the effectiveness of professional development in changing instructional practice?	How does the school determine the professional development needs of its teachers? Is PD doing its job to build instructional and/or leadership capacity? Do you see changes in instructional practice as a result of PD?
Implement a rigorous, research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions	
Is your instructional program research-based, vertically aligned, and aligned to state standards?	How do you align instruction with the content and achievement standards?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
	Is there vertical and horizontal alignment? What district or classroom assessments do you use? How does your school set high expectations for student performance? How rigorous is teaching and learning at your school? How do you check for rigor? What data is used to set expectations and target instruction?
Is there a process to periodically review whether curriculum is implemented with fidelity?	How do you document whether teaching to the standards haas taken place and has been implemented with fidelity? How does administration monitor fidelity of implementation of curriculum and instruction?
Is there a school wide response to intervention model in place?	Describe the types of differentiated instruction methods you use to accommodate diverse learning needs [prompt for ELL and SPED as well as other low performing groups]. Which groups perform most poorly in this school? What do you do to assist those students to achieve at higher levels? Does each low performing student have a personalized academic plan?
Do teachers receive additional support and professional development to support students with disabilities and ELL students?	How do you determine whether you are serving all students within a school? How well are your professional development needs being met?
Are technology supports and interventions used as part of the instructional program?	How is student information organized, stored, and retrieved? Is it easily accessible to teachers, students, and parents?
Do you have a transition program in place for students moving from ES to MS or MS to HS?	How does the school assist students in planning and preparing for the next phase of their education, training, or transition to work?Is there a transition program in place?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
How many advanced, high rigor courses does the school offer?	How do you ensure that high achieving students continue to be challenged? How rigorous is teaching and learning at your school? How do you check for rigor? How does your school set high expectations for student performance?
Use student data	
Does staff use data to inform and differentiate instruction?	What data is used to set expectations and target instruction? How is data collected? How is the data used? What district or classroom assessments do you use? How do you use them? How do you share this data with students, other teachers, admin, parents, etc.? How is student information organized, stored, and retrieved? Is it easily accessible to teachers, students, and parents? Do you collect data disaggregated by ethnicity? How do you use the data? How do you ensure that teachers use the data to target and improve instruction?
Provide increased learning time and create community oriented schools	
Has the school expanded learning time in all subjects?	What do you do to assist low performing students to achieve at higher levels? In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]
Does the school provide appropriate social-emotional and community-oriented services and support for students?	What strategies do you use to develop relationships with your students? How are cultural issues addressed at this school? What kinds of cultural programs do you see at this school?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
	How well does the physical environment of the school support teaching and learning? What kinds of school wide classroom management and discipline policies are in place? In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.] How well do you know your child's teachers?
Does the school have in place ongoing mechanisms for family and community engagement?	How are parents/caregivers involved in your school? How do you build relationships with parents who are not available during school hours, have transportation problems, don't have telephones, don't speak English? In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.] What systems are in place to offer feedback to school leadership about what is happening in the school? Is there a school communications plan that guides written, face-to-face, and electronic communication with the school community? Does the school have translation services for those parents and students who need them? Do you feel welcome at this school? What kinds of cultural programs do you see at this school?
Does the school partner with parent organizations, faith-based or community-based organizations or other agencies?	In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.] How are parents/caregivers involved in your school? What kinds of cultural programs do you see at this school?

Rubric Protocol Intervention Assessment Questions

Intervention Model Self-Assessment Questions	School Performance Review Protocol Questions
Provide operational flexibility and sustained support	
Does the school currently have sufficient operational flexibility (staffing, calendar, budget) to manage changes required by an intervention model?	
Does the school receive ongoing technical support from district, state, external partners?	In what way is the community involved in your school? [prompt for before/after school programs, clubs, etc.]
Are resources allocated to the school such that students with the greatest need get the most resources?	How is the school supporting the mission and school improvement goals? Describe how resources are allocated.

Intervention Model Decision Making Framework

Hiring, developing, and retaining great principals and Turnaround leadership

Has the principal been involved in recent whole school improvement?

Can the principal be an effective leader for change?

Do principals have flexibility in hiring and retaining staff, scheduling, and budget?

Can the current governance structure be adjusted to address turnaround?

Hiring, developing, and retaining great teachers

How much of your staff is willing to make the necessary changes and embrace the process of change?

How much flexibility does the school have to implement new strategies for hiring and retaining effective teachers (financial incentives, career ladders)?

Are measures in place to determine effectiveness and ability of your staff to work in a turnaround environment?

Do you identify and reward leaders and teachers who have increased student achievement?

Do you identify and remove leaders and teachers who have not increased student achievement?

Does the teacher evaluation system take into account multiple measures (student growth, observation based assessment, collections of professional practice, increased graduation rates)?

If not, will the school be able to put such a system into place?

Do you place high performing teachers in low achieving classes? Could you?

Do you provide staff with high quality, job embedded professional development?

Do you have a system for measuring the effectiveness of professional development in changing instructional practice?

Implement a rigorous, research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions

Is your instructional program research-based, vertically aligned, and aligned to state standards?

Is there a process to periodically review whether curriculum is implemented with fidelity?

Is there a school wide response to intervention model in place?

Do teachers receive additional support and professional development to support students with disabilities and ELL students?

Are technology supports and interventions used as part of the instructional program?

Do you have a transition program in place for students moving from ES to MS or MS to HS?

How many advanced, high rigor courses does the school offer? Can these be expanded?

Use Student Data

Does staff use data to inform and differentiate instruction?

Provide increased learning time and create community oriented schools

Has the school expanded learning time in all subjects? (expanded school day, week, or year)

Does the school provide appropriate social-emotional and community-oriented services and support for students?

Does the school have in place ongoing mechanisms for family and community engagement?

Does the school partner with parent organizations, faith based or community based organizations or other agencies?

Provide operational flexibility and sustained support

Does school currently have sufficient operational flexibility (staffing, calendar, budget) to manage changes required by an intervention model?

Does the school receive ongoing technical support from the district, state, external partners?

Are resources allocated to the school such that students with the greatest needs get the most resources?

School and Classroom Practices Study

[School]

[District]

[Date]

School and Classroom Practices Study

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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[School]
School and Classroom Practices Study

Introduction

The purpose of this report is to assist [District] in identifying federal intervention model appropriate for [School] and to inform the district School Improvement Grant application. Information about district level practices and policies will be reviewed to identify potential barriers in district policy and practices that may impede the district's ability to implement an intervention. The report also includes information from a classroom observation study focusing on instructional practices within the school and a study of the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*. This report is intended to be formative in nature to assist in the ongoing implementation of improvement goals and action plans at the school and district levels.

Evaluators obtained information during a site visit on [Date]. Fifty-seven people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 30 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed information gathered through the Washington Improvement and Implementation Network. The additional information includes school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

The following section includes an overview of the district findings. This is followed by a detailed review of the schools alignment to the *Nine Characteristics of High Performing Schools*. The report concludes with a summary, recommendations, and an appendix that supports the recommendation rationale.

District Level Findings

Introduction

The purpose of this report it to assist district administrators in identifying the most suitable school improvement model: Closure, Restart, Turnaround, and Transformation. The tables in the Appendix of this report address the turnaround model and the transformation model. Due to continuing contract statutes within Washington State and the resulting limitation on terminating tenured teachers, evaluation of the turnaround model can only occur if the district has:

(1) An extremely flexible reassignment/transfer process within its collective bargaining agreement,
(2) School staff in other schools who possess the necessary competencies for a turnaround model, and
(3) A sufficient threshold of schools and staff to allow for effective use of the reassignment/transfer process from and to the school under review.

For the human resource management aspects of the turnaround and transformation model it is important that the entire district program be considered, in that the district remains a single workforce and the leadership and staff will continue to shift over time through normal and uncontrolled movement and attrition. Addressing the same human resource management aspects across the district will provide for the immediate needs of the school(s) under review as well as a sustainable system over time and lessen the likelihood of other schools falling into the low-achieving category.

The restart model and the school closure model are not addressed, in that the factors considered for turnaround and transformation are not relevant to either model. Should the school make a grant application decision to implement either a restart model or school closure model, the school would be required to declare the administrator(s) and staff as excess and implement the reduction-in-force provisions of the existing collective bargaining agreement. All districts have reduction-in-force procedures in existence to determine the placement and/or termination of staff. It is noted, if school closure is not an option due to the absence of other schools within the district for the students to attend. The "restart" model is a limited option in that specific legislative authority would be required to create a charter school. Districts, however, may consider the Education Management Organization ("EMO") model. The practicality of an EMO, particularly in middle school, is limited due to the need to align teaching and learning across K-12.

District Overview

[District] employs approximately [number] teachers serving one (1) high school, one (1) middle school, three (3) elementary schools, and one (1) alternative school. The school under review employs [number] teachers serving around [number] students. Approximately 63% of the district's teachers possess a master's degree and approximately one-third have 15 or more years of service. By comparison, 80% of the middle school teachers possess graduate degrees and one-third have 15 or more years of service. Middle school teachers are primarily K-8 certified. The district would benefit significantly from a greater number of secondary, content area certified teachers; however, this will require a new recruitment strategy that can effectively draw teachers in from outside the area. The district has made use of the State alternative pathways to bring special education paraeducators into the professional teaching workforce.

[District] enjoys strong leadership and has a high level of focus on addressing student achievement issues. The district has undertaken several grant initiatives to improve student achievement and graduation including 21st Century Grant and Gear Up. Summer school was introduced in prior years to create and extended year program. There is a general awareness students are successful at the elementary level, but their success declines in the middle school. The union represents a strong belief that the underlying shortcomings at middle school are parent engagement and student/parent accountability. Concurrently, the district leaders represent a belief that teachers need to build stronger relationships with students.

[District] experiences an 8% to 10% turnover rate; lower than the public education norm with approximately 10-15 new hires per year. District leadership anticipates that approximately half of the assigned teachers in the school under review would welcome and support a new instructional model.

[School] receives students from all of the district's elementary schools. Consequently, there is no significant difference in student demographics including at-risk characteristics.

The school has undergone four (4) changes in the school principal over the past five years with varying impacts on leadership. The current principal enjoys a stronger relationship than predecessors. The district supports leadership training through the University of San Diego model. Principals are limited in their ability to deal with performance management problems; however, the district is committed to increased training and accountability in performance management. A new evaluation tool was introduced in the last bargaining session. The new model groups teachers as "Strong," "Medium," and "Lowest," thus allowing the principal to focus greater attention on the teachers with greatest need. Under the superintendent's direction, a high priority and expectation is placed on the principal being in the classroom and being aggressive in observation and evaluation.

The district acknowledges that professional development is limited and not as well aligned as it could be. College/university options for professional development are limited. The primary source of college level education for [Community] is [Local College] and [Closest University]. The professional development focus has been on mathematics with a Connected Mathematics Program at the middle school and the recent introduction of a new 7th Grade language arts program supported by a literacy specialist. Literacy and math coaches/consultants work with teachers on lesson plans as well as content instruction. Classroom management is a recognized professional development need. The district has identified a need to enhance math at the elementary level.

The district has a half-day student release every Friday to allow for teacher collaboration and professional learning communities (PLC). This replaced an earlier model of "banking" time. There is reservation as to whether or not the teachers have the training and are effectively utilizing PLC time. The union expressed some disagreement with the early release program; indicating it would prefer to be delivering classroom instruction. The district has developed its own Tuition Assistance Program for new teachers and provides mentors for one, two, and three years, as well as support for professional certification.

Union leadership is critical of central office and board policies and procedures, and union leaders would like to see greater emphasis on a credit program at the middle school and on stronger attendance requirements. The union would also like to see a stronger and more lasting focus on a given set of initiatives as opposed to what the union sees as seizing every grant opportunity that is available. The union prefers that professional development and work with consultants occur outside the instruction day and be compensated as extra time. The union is "open" to extended learning time, but would rather it be optional for each teacher (although that may not be reasonable or viable depending on the model chosen). Union leadership recommendations include an alternative middle school; returning curriculum/instructional coaches to the classroom (which may not be acceptable to all); a stronger discipline/expulsion program (recognizing that suspension and expulsion doesn't improve learning); more para-professionals to support teachers in the classroom; and updated curriculum in such areas as social studies. The union does support extended year (i.e., summer school) and extended day providing there is reasonable compensation.

Gaining union appreciation and acceptance of the need for change and the specific change to be undertaken will be a challenge. However, the union leadership does express a willingness to work with the administration in mutually shaping such opportunities, and there is general belief that the teachers at large would be supportive.

The district has bargaining agreements with principals, teachers, and classified staff. The district recruits for administrative positions as they occur using a combination of in-district and external recruitment. Recruitment for teachers focuses on those who may already have an interest in [District} (i.e., WA teach, student teachers, etc.). The general belief is that the district is most successful recruiting in its own "backyard."

The district has effective contract language for involuntary transfer and has not been reluctant to use the transfer provision. The difficulty is the limited size of the district and the resulting inability to affect transfers on a large scale without an impact on all schools. See the Appendix for an overview of the findings.

School and Classroom Level Findings

Using data collected through the School and Classroom Practices Study, team members reached consensus on scoring decisions for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric along a continuum of four levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

4 – Leads to continuous improvement and institutionalization (meets criteria in column 3 on this indicator plus additional elements)
3 – Leads to effective implementation
2 – Initial, beginning, developing
1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, whereas Indicators with a score of 2 or below warrant attention. Recommendations in this report do not address each Indicator, but instead focus on a few priority areas. School and district staff members should review this report and accompanying recommendations with the realization they are based on a snapshot in time, and some school improvement efforts may already be underway but were just not evident. The school plan should be developed or revised to select, to implement, and to monitor the recommendations deemed most appropriate and critical to improving student achievement.

Table 1 includes rubric scores for all the Indicators.

Table 1
Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2
High Standards and Expectations for All Students	
Academic Focus	1
Rigorous Teaching and Learning	2
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	2
High Levels of Collaboration and Communication	
Collaboration	3
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	3
Instruction	2
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	3
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	2

Clear and Shared Focus

Everyone knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2

Core Purpose – Student Learning. As of winter 2010, staff members at [School] have made some initial efforts to develop a clear and shared focus for their school. The vision statement at [School] is the same statement the district uses. With the previous administration, staff members made an attempt to collaboratively revise the mission statement; however, it was never completed. Most staff members are able to articulate components of the mission statement. The statement, *"to be one with a community that encourages students to be S.H.A.R.P. (Studious, Honest, Attentive, Respectful, and Prepared) by providing an educational experience that equips and empowers them to be positively contributing citizens of the world,"* is reinforced in the students' 2009-10 Planners, on posters in the school, and on the school website. Administrators shared, the mission statement at this time does not guide school decisions and needs to be revisited.

School Improvement Planning goals and objectives for [School] focus on four main areas: Reading, Math, Collaboration, and Supportive Learning. Four committees provide leadership and support for these focus areas. Staff members believe they have a data-driven school improvement plan in using the Educator's Assessment Data Management System (EADMS). This web-based assessment system provides administrators, staff members, and parents with information they can use to detect low-performing students early on. Administrators and staff members also review trends in the Washington Assessment of Student Learning (WASL) data for all students, rather than disaggregating by gender or ethnicity. According to the Washington State Report Card, out of [number] students, only [percentage] of the students are white, and the majority of the student population is Hispanic.

High Standards and Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.

Indicators	Rubric Score
High Standards and Expectations for All Students	
Academic Focus	1
Rigorous Teaching and Learning	2

Academic focus. Expectations and beliefs about students' abilities vary across the school. As one participant shared, "Some have huge expectations and some don't." Participants discussed concerns with students' motivation to learn and how teachers' attitudes and practices are affected by it. One interviewee stated, "Motivation for students and teachers is the biggest problem here. A vast amount of students don't value education, which makes teachers not teach to high standards." Several staff members shared there is no student accountability, and students do not need to pass classes in order to be promoted to high school. One participant shared, "Students are at such a deficit, it is like asking high school students to do college work." Another participant stated there are low expectations in the school, but felt attitudes are improving. Despite the belief system, staff members report that they support student achievement by posting learning targets and developing lesson plans that align with the standards in their classrooms.

Rigorous teaching and learning. During classroom observations, observers noted inconsistencies across classrooms. According to the STAR Classroom Observation Protocol™ report, [School's] scores on the five essential components (3's and 4's combined) were: *Skills* (80%), *Knowledge* (50%), *Thinking* (43%), Application (20%), and Relationships (80%). Thus, while *Skills* and *Relationships* are strengths for [School], *Knowledge, Thinking,* and *Application* are areas that need attention.

According to administrators, staff members, and students, rigorous teaching and learning "varies from teacher to teacher." Researchers found agreement in the statement. Teacher-centered instruction was observed in many classrooms, although some classes had more rigorous teaching involving authentic pedagogy. Students discussed the teaching and learning that goes on in the classroom. A student stated, "Some teachers teach stuff with a game that helps you learn more." Another student shared all her teachers use hands-on activities and group work to enhance learning. Parents and students shared that homework was not given often and only in certain classes. Additionally, parents felt that when their children are sick, missed work is difficult to attain from teachers.

Staff members shared, EADMS provides a way to check for rigor by examining data to help set expectations and target instruction. By determining the strengths and weakness of students, instruction can be modified to meet the needs of students. However, although training has been available for everyone in using the system, it is new, and staff members are in the initial stages of its use.

Effective School Leadership

Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.

Indicators	Rubric Score
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	2

Attributes of effective school leaders. At [School], the current principal has been in his position for two years, and staff members reported feeling hopeful of their chances to improve their school under his leadership. Administrators "co-principal the school," dividing particular departments between them. While the vice-principal is responsible for the Language Arts department, the principal attends to the Math and Science departments. Administrators alternate days to attend to discipline issues. The administrators are minimally involved in monitoring programs and instruction. Although teachers develop lesson plans, there is no accountability for following the curriculum or implementing effective instructional strategies. For instance, teachers shared, plans are initialed but they "could use the same plans and no one would know."

Administrators shared they help guide the consultants and coaches who work with the [School] staff members and stay in constant communication with them. If the need for hiring arises, administrators stated that they use a committee to hire and would like to be able to hire the best teacher available who is qualified in the area to be taught, bilingual if possible, and invested. Administrators do monitor the EADMS in order to monitor teacher and parent use.

There is interest among staff members in using research-based practices to develop and monitor teaching and learning for the purpose of program improvement. For instance, peer observations are beginning to be used to improve instructional practices. Additionally, walkthroughs are conducted. However, monitoring these strategies for improvement is not fully implemented. Several staff members shared they want to be held accountable as teachers, but are not held to high performance expectations for themselves or their students.

Capacity building. Administrators conduct formal and informal observations; however, this does not occur regularly or on a consistent basis. Administrators conduct walkthroughs are, but not as frequently as they would like. Staff members felt instruction has improved as teachers begin to take responsibility for posting learning targets and ensuring students know what they are learning. Administrators reported there is feedback given through notes, postcards, e-mails and/or in person on how staff members are doing in their endeavors to teach and how they interact with the students. However, staff members shared that minimal feedback is given to their instructional practices. Additionally, according to teachers, administrators do not consistently answer questions that are posed using the PLC template. Currently, peer observations are being conducted in the Language Arts department. Other staff members expressed an interest in engaging in peer visits. Consultants and coaches work with staff members to model teaching and support teachers in their instructional practices, such as how to plan lessons based on data and how to engage students more fully.

Distributed leadership. Various individuals are part of a distributed leadership team. The site-council consists of representatives from departments, specialists, the administrator, a classified staff member, an office person, and a parent. Currently, students are not part of the site council. Staff members felt "most decisions are made with staff input," and the site council is responsible for decisions that encompass standards of behavior, academics (instructional decisions), building concerns, and school improvement planning. Participants commented, the site council meets every other week and is open to anyone to come and share their ideas. Parents reported decisions made at the school do not involve them, and there is no mechanism in place if there is a problem or concern. They thought they should be able to go to their representative to have their voices heard.

High Levels of Collaboration and Communication

There is strong teamwork across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community to identify problems and work on solutions.

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	3
Communication	2

Collaboration. Teachers have individual planning to manage and structure classroom logistics and events. There is an adequate structure in place for common grade-level planning time as students are released early every other Friday. Staff members shared that the first hour is used for building instructional practices and the second hour for small group PLCs. This practice also provides an opportunity for teachers to review data, to discuss strategies and classroom management, to share ideas and curriculum, and to work on interventions. Although these meetings occur frequently, cross grade-level meetings occur inconsistently. Staff members make efforts to collaborate during the site council meetings in order to attend to school-wide issues and school improvement planning. Students participate in ASB leadership and are asked to vote for activities and events pertaining to the school.

Communication. [School] uses a variety of methods to communicate with the school community, including e-mails, teacher websites, an automated phone system, newsletters, and phone calls. However, parents felt the school does not communicate with them effectively and does not use the methods consistently. One parent shared, "Last night they had gang awareness in the gym and apparently it went out in the newspapers but we don't purchase newspapers. I guess there's an automated system from the school that calls up parents. I've never gotten one from the automated system… So what are they trying to do, just say okay we've done it, be happy with it even if you get five individuals to show up?"

Other parents agreed with this statement. Parents reported that they did not feel administrators and staff members respond in a timely manner to parents' questions and concerns. They also believed that teachers do not update Skyward appropriately. Subsequent to the site-council meetings, information is disseminated to other staff members via e-mails and minutes from each meeting. However, several parents were not aware parents were part of the site-council and did not know who the representative was that they could give information to in order to have their voices heard. Several staff members felt that there is a need for a better internal communication system. Participants noted that a more systemic communication process that includes information being shared with all stakeholders is desirable.

Curriculum, Instruction, and Assessments Aligned with State Standards

The planned and actual curriculums are aligned with the Essential Academic Learning Requirements and Grade level Expectations. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

Indicators	Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	3
Instruction	2
Assessment	2

Curriculum. [School] uses Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs) to guide student learning. Curriculum materials are provided by the district, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members commented, consultants/coaches for math and language arts have helped in the efforts to align instruction with the content and achievement standards. The school demonstrates commitment to literacy through Holt and the Accelerated Reading Program. There is also a focus on math using materials from Connected Math Project. Conversely, teachers discussed using supplemental materials to help students understand the concepts. One important component of alignment is that staff members post learning targets in the classroom and create lesson plans that are aligned with the standards.

Instruction. Staff members reported changes in the last two years support instructional improvements. Steps are taken to ensure that instructional improvement is a focus in classrooms, and the staff engages in improvement activities that align with standards. However, Powerful Teaching and Learning is not evident to a high degree. According to the STAR Report, only 47% of the classrooms are aligned with Powerful Teaching and Learning, highlighting limited evidence that the principles of effective learning are incorporated into the classroom (see Supplemental Classroom Observation Report). Several students reported their teachers engage them in learning through hands-on and group activities, whereas older students felt teachers asked them to learn and work more on their own. A district math and reading coach works with the consultants to provide instructional support for teachers. As noted earlier, peer visits are utilized, but not on a regular basis or across different content areas.

Assessment. Data taken from such assessment tools such as the Star test (AR program test), common assessments, Washington Language Proficiency Test (WLPT), Group Reading Assessment and Diagnostic Evaluation (GRADE), Cognitive Tutor, IPET and Washington Assessment of Student Learning (WASL) are used to inform instructional and school practices. Staff members reported that assessment data are used to provide meaningful information about student achievement and to identify student needs. Staff members use data to accommodate low performing students and to develop intervention strategies; however, teachers and parents questioned implementation and follow through. One participant shared, "We are in baby steps in using assessment."

Frequent Monitoring of Learning and Teaching

A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

Indicators	Rubric Score
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2

Supporting students in need. At [School], staff members participate in the EADMS data program in which they examine data to identify strengths and weaknesses of students. This practice allows data to be effectively collected and interpreted in order to assess the needs of low-performing students. An F-list is given to administrators to determine whether students are being served. Data gathered from various assessments are used to provide interventions according to students' abilities. However, staff members acknowledge they are at the beginning stages.

At present, however, many believe students are not getting the help they need. Parents believe neither administration nor staff members are available to help when their children are having problems. One parent commented, "Sometimes I call and call and don't get a message back." Another participant shared, "I feel like I'm losing him academically, I want him to graduate." Parents reported they want to know immediately if their child is struggling rather than waiting for conference time to find out.

Student Learning Plans are created at conferences for all students. Students and parents set goals to attain, such as participation in class as an active learner and/or using Cornell notes as effective note taking tools. However, staff member shared there is no follow up to this practice. One participant shared, "It's never looked at again, it's on file."

Tutoring occurs through various sources. All teachers are available before and after school to help students who are struggling or need extra help. However, students shared, "Sometimes they are in meetings, and we have to wait outside until they're done." There is also a peer-tutoring program.

[School] engages in a dual language program designed to provide high-quality instruction for Spanish-speaking students and simultaneously to provide instruction in a second language for English speaking students. Staff members shared that they would like to see research on the effectiveness of dual language programs. Additionally, teachers reported there is no data on this program, and they would like to see data to demonstrate the effectiveness of the program. Several parents are dissatisfied with the quality of the dual-language program and have tried or have succeeded in removing their children from the program.

Three classes of Advancement Via Individual Determination program (AVID) (one class at seventh grade and two classes at eighth grade) are available for students at [School]. These classes are aimed at raising the success for middle performing students. Staff members also shared high-achieving students participate in AVID. However, teachers commented there are not enough resources available to run the program effectively. For instance, staff members believe additional tutors are needed to help with this program. Staff members also believe the program is not fully understood. A few advanced classes are available for higher-achieving students, including honors language arts and algebra. Teachers also believe the dual language program is challenging for students.

Focused Professional Development

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focused extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Indicators	Rubric Score
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2

Planning and implementation. An informal and formal process is used to assess the professional growth needs of staff members. Goals are being established and worked on; however, as one staff member shared, there is a, "lack of follow-through and accountability." [School] training is similar to that of schools elsewhere in the district. All training opportunities discussed by staff members were conducted by the district, used a teacher-leader model of teachers transmitting information they learned at district trainings, and/or provided by coaches/consultants and teachers sharing knowledge or expertise with other teachers. For instance, one staff member has taught others how to use the EADMS program. Additionally, consultants and coaches work with staff to implement professional development.

Curriculum, instruction, and assessment. [School's] staff members appear to have a variety of professional development support in the areas of curriculum, instruction, and assessment, and they thought the quality of the training has been "extremely high." Instructional consultants and coaches for literacy and math are available to support staff. Professional development focuses on increasing staff members' knowledge of state standards. For instance, staff members are trained in the use and application of the EALRs and GLEs. Teachers have begun posting learning targets in their classrooms and aligning lesson plans to the standards. Teachers shared, it has caused them to be more purposeful in what they teach.

Currently, there has been limited professional training in the area of cultural competency. One staff member shared several years ago he/she received Ruby Paine's workshop on poverty. Other staff members shared they completed training on Guided Language Acquisition Design (GLAD) strategies; however, staff members do not believe they have the resources to implement it effectively. Administrators, staff members, and parents reported more training and knowledge is needed in working with culturally diverse parents and students.

Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Indicators	Rubric Score
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	3

Safe and orderly environment. The physical facility of [School] is conducive for student learning. Currently, a behavior program, *Time to Teach*, has been implemented this year as a school-wide behavior program, but discipline methods vary across classrooms. Consistently, staff members voiced their concern with the fidelity of using this program. One participant shared, "If you don't follow it, it falls apart." Another staff member commented, "Teachers overuse the discipline program and don't follow the steps." Some teachers felt students learn the program and take advantage of it. One participant shared, "Everything is refocused and kids take advantage of it." Recently, concerns about gang involvement have spurred a meeting for gang awareness. According to the school improvement goals, staff members will investigate using a revised dress code or adopt a student uniform policy. An alcohol and drug awareness meeting is also planned in the upcoming future. A Peer Counseling Program has been established as a support for a safe school environment.

Building relationships. Most staff members have good relationships with their students. Administrators and staff members shared that eating lunch with students is a great time to bond with students. One participant commented, "The kids love him [the principal]. At lunch three or four kids talk to him at a time, and it is endless." There is an annual student's vs. teacher's basketball game. Most staff members believe that they are approachable. However, some students thought that in the classroom, a few teachers are unapproachable, and some suggested they feel unsupported in their learning. One student shared, students do not raise their hands when they are having problems, since their questions will not be answered. According to the STAR report, the essential component of *Relationships* score was 80%, which highlights a positive climate in the classrooms.

Personalized learning for all students. Students at [School] are supported in their personalized learning. Interventions include frequent assessments and monitoring using the EADMS system to help meet the needs of students. Students are able to take responsibility for their own learning by utilizing student-led conferences. Student successes and recognition of quality work are displayed throughout the school and in the classrooms. Students, staff, and parents reported that student recognition is completed on a regular basis both informally within the classroom and formally through structured activities such as assemblies, attendance awards, and academic awards. For instance, a student of the month is chosen and recognized. There is also a PEP club, 21st Century P.A.S.S after-school program, Boys/Girls180 Club, and various enrichment classes are offered. SHARP tickets are distributed with rewards such as being able to go to the front of the line.

A high school counselor team attends [School] in the spring to provide transition activities for 8th grade students who will be attending high school. To increase the personalization of learning of students and their individual success, [School] has implemented an advisory structured around Navigation 101 (PUP Connection) once a week. Several teachers spoke of teaching students study and organizational skills to support academic development and provide help for them to chart their high-school paths.

High Level of Family and Community Involvement

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Indicators	Rubric Score
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	2

Family communication. Staff members at [School] understand the importance of communicating effectively with parents. Staff members said they communicate with families via report cards, telephone calls, e-mails, a monthly newsletter, student-led conferences, teacher websites, open house, and an automated phone system. However, parents shared that they felt ill-informed and were not satisfied with the efforts made by the school to communicate with them. Additionally, parents reported they do not feel kept up-to-date about activities and events going on in the school. A home liaison works with Latino families, and a number of documents are available in Spanish. There is a belief among parents that Latino families' lack of English skills leaves them open to manipulation. For instance, one participant commented, "Parents are passive and don't know how to advocate for their children. They are not aware of their rights." Parents reported that they do not feel they have much input in decisions made at [School]. Some parents shared, "There is no communication system in place for voices to be heard."

Family and community partnerships. Family and community are involved in the school in various ways; however, [School] is still in the early stages of building family partnerships, of involving families in school functioning, and of building partnerships with the community. Currently, a PTA has not been established. Several companies (i.e. Wal-Mart) donate monies to help support students in need. Parks and Recreation provides activities and events for students on Frenzy Friday, including playing games and using the computer lab. The gym, cafeteria, and library are regularly used for community events. At times, parent nights are held. Overall, staff members are committed to expanding opportunities for parental and community partnerships.

Summary and Recommendations

The results of this study indicate a ***transformation model*** is the most supported model given the district and school assessment. The District is supportive of a transformation model and possesses the necessary pre-requisites to successfully implement a transformation model. Labor relations will be the greatest challenge and will require significant attention and focus.

[School] staff members have experienced several changes of leadership. However, they are hopeful the current principal can guide the school forward. There is evidence of attention to each of the *Nine Characteristics of High Performing Schools*. While most of these characteristics are currently in the "Initial, beginning, developing" stage, the staff is clearly aware of the difficulties and is laying a foundation for growth in many of these areas, and many of the intervention strategies included within the transformation model have already begun to be implemented. [School] has provided its staff with ongoing, job-embedded professional development through the use of consultants and coaches. An instructional program has been implemented to improve learning by posting learning targets and developing lesson plans. Additionally, the workday has been extended by arriving early and leaving late in order to increase learning time and provide help for low-performing students. [School] personnel are willing to work hard to improve effectiveness in their profession through the implementation of a comprehensive approach and desire to be held accountable for student learning by a rigorous evaluation system.

The results of this study suggest there are a few areas that would benefit from additional attention. The recommendations represent the most critical areas to move forward in with a school improvement grant:

- **Conduct an action planning process to identify a mission and vision statement, specific goals, and strategies for school improvement.** The creation of a clear and shared mission and vision is critical in the goals of the school and the strategies for improvement. This vision should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation.

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices** These efforts are in the beginning stages through the development of lessons that align to learning targets posted in the classrooms. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation.

- **Provide training for classroom walk-through processed and data collection.** Administrators currently conduct classroom walk-throughs, but this practice is inconsistent. Administrators should have time and training to conduct walk-throughs and to share the information with the staff in reflective meetings.

- **Use of student data to inform and differentiate instruction to meet academic needs of individual students.** Staff members are in the initial stages of using data through the EADMS system to help set expectations and to differentiate instruction. However, staff members need more training and support use the system fully.

- **Establish a school-wide Response to Intervention and Positive Behavior Intervention system.** Staff members need additional support in using data to identify interventions for students. Although staff members have implemented a behavior program, they have not implemented it with fidelity.

- **Establish schedules and strategies that provide increased learning time in all subjects for a well rounded education as well as enrichment and service learning, by creating a longer day, week, or year to increase total number of school hours.** School personnel should identify ways to extend the learning program beyond before and after school tutoring programs, which only reach students who take advantage of that support.

Appendix

Scoring of the conditions under each model as **"In Place"** or **"Able to Put in Place"** is based on:

(1) The condition for the model does not currently exist and essential pieces for implementing the condition do not exist (e.g., policies, procedures, collective bargaining language, and programs or processes are not in place). This scoring level does not mean that the condition cannot be implemented; but rather that implementation will be more demanding, require more extensive engagement of all parties, and require greater external support and assistance.

(2) Essential pieces to implement the condition exist (e.g., no significant barriers are contained in the current collective bargaining agreement, existing programs lend themselves to adaption). The condition can be implemented at an acceptable level with some support and assistance.

(3) The condition is currently in place at an acceptable level.

(4) The condition is currently in place at a high level and could be considered as an exemplar.

Note: Rows shaded in blue are conditions that are primarily dependent upon the input of the school and district as opposed to the external assessment.

"X" Required "O" Permissible

Actions				
Teachers and Leaders	**Turn Around**	**Trans-form**	**In Place or Able to Put in Place**	**Comment**
Replace the principal.	**X**	**X(O)**	**3**	The school under review has a new principal who has made substantial progress building strong relationships.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	**X**		**3**	The district has effective language allowing for recognition of student and school needs in making assignment decisions. Recruitment is driven by quality indicators but not intricately tied to a competency model.
Screen all existing staff, rehiring no more than 50% of the school staff.	**X**	**O**	**3**	No legal or CBA basis exist to support a "rehiring" model or to force removal of 50% or more of the staff. For a transformation model, the district does have highly qualified teachers who could be "swapped" with incumbent staff. The certificated CBA has substantial authority to direct reassignments.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**3**	The district tends to be limited to the immediate area in most recruiting. New approaches would be needed to successfully extend recruitment outside the geographic area. The district is open and receptive to such strategies.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**X**	**X**	**3**	The district has recently introduced a new evaluation model. While the model is centered on the existing state criteria, it has more expansive critical elements within the criteria. The model would lend itself to refinement to new competencies. Teachers do have limited initiative in the evaluation process, but not to the point of formal self-reflection against a competency model.

Teachers and Leaders -continued-	Turn Around	Trans-form	In Place or Able to Put in Place	Comment
Identify and reward school leaders who have increased student achievement and graduation rates Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	**O**	**X**	**3**	There are no inhibitors in the CBA to effective accountability. The district can develop a reward system for administrators but would have to work with the administrator association to do so. Success in addressing performance issues will require administrator training. Administrators have to address a "full plate" to allow time for performance accountability. Administrators must work past "relationship" issues. Administrators receive support in managing performance issues. However, additional training to allow greater initiative and comfort in addressing performance management would improve accountability.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school).	**O**	**O**		**To be determined by district.**
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**4**	The District has a flexible CBA provision that allows for balanced consideration of in-district service, credentials, training, special qualifications, current assignments, evaluations, references, interviews, and performance assessment.

Instructional and Support Strategies	Turn Around	Trans-form	In Place or Able to Put in Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	**X**	**X**	**3**	Curriculum materials are provided by the district, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members use consultants/coaches for math and language arts have helped in the efforts to align instruction with the content and achievement standards.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	**X**	**X**	**2**	Professional development is heavily targeted to math and literacy and tied to coaches and external resources. A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of personal and professional growth. Additional funding would be required to support delivery of an expanded professional development program. There are no barriers to professional development outside the normal work day, work year providing a compensation arrangement is agreed to with the association. Language is needed to assure that it can be directed especially in the implementation of a new instructional model.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	**X**	**X**	**2**	Staff members use EADMS to check for rigor by examining data to help set expectations, to target instruction, and to meet the needs of students. The system is new, and staff members are in the initial stages of its use.
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**	**3**	Significant emphasis is placed on principal visits and observations in the classroom and verification that changes in instructional practice are taking place.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**O**	**O**	**2**	The district does not have clear language in the CBA regarding adherence to district approved curriculum. This should be a priority for subsequent contract negotiations.

Instructional and Support Strategies – continued-	Turn Around	Trans-form	In Place or Able to Put In Place	Comment
Implement a school-wide response to intervention model.	O	O	2	Staff members are in the beginning stages of using the EADMS data program in which they examine data to identify strengths and weaknesses of students and gathering data from various assessments to provide interventions according to students' abilities.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	O	O	3	Staff members currently offer a dual language program for ELL students and a traditional special education program. Staff members would like more data on the effectiveness of their dual language program.
Use and integrate technology-based supports and interventions as part of the instructional program.	O	O		**To be determined by the district.**
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	O	O	2	Several staff members shared there is no student accountability, and students do not need to pass classes in order to be promoted to high school.
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	O	O	3	Three classes of AVID (one class at seventh grade and two classes at eighth grade) are available for students at [School]. These classes are aimed at raising the success for middle performing students. High Performing students also take advantage of these programs.
Secondary Schools: Improve student transition from middle to high school.	O	O	3	A high school counselor team attends [School] in the spring to provide transition activities for 8th grade students who will be attending high school. Teachers also use Navigation 101 to teach students study and organizational skills to support academic development and to help students chart their high-school paths.
Secondary Schools: Establish early warning systems.	O	O	2	Staff members use EADMS, which can be used as an early warning system. The system is new, and staff members are in the initial stages of its use.

Learning Time and Support	Turn Around	Trans-form	In Place or Able to Put in Place	Comment
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	**X**	**X**	**2**	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. Indications are that the association would be supportive of the change providing teachers have the opportunity to input on the specific plan to be adopted.
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O**	**2**	Concerns about gang involvement spurred a meeting for gang awareness. An alcohol and drug awareness meeting is also planned in the upcoming future. A Peer Counseling Program has been established as a support for a safe school environment.
Provide ongoing mechanisms for family and community engagement.	**O**	**X**	**2**	[School] is still in the early stages of building family partnerships, of involving families in school functioning, and of building partnerships with the community. Currently, a PTA has not been established. Several companies (i.e. Wal-Mart) donate monies to help support students in need. Parks and Recreation provides activities and events for students on Frenzy Friday, including playing games and using the computer lab. The gym, cafeteria, and library are regularly used for community events. At times, parent nights are held.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**	**3**	To increase the personalization of learning of students and their individual success, [School] has implemented an advisory structured around Navigation 101 (PUP Connection) once a week.
Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	Currently, a behavior program, *Time to Teach*, has been implemented this year as a school-wide behavior program, but discipline methods vary across classrooms.
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**		**N/A**

Governance	Turn Around	Trans-form	In Place or Able to Put In Place	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	**X**	**O**	**2**	There is a willingness to implement a new governance structure.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	**X Principal**	**X School**	**3**	There are existing CBA provisions that establish meaningful, site-based leadership. However, labor relations must improve for mutual benefit to be achieved.
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**3**	The HR director and the superintendent have the skills to, and do, support HR responsibilities of administrators. The depth of the program is limited due to district size which lessens the opportunities to focus on strategic HRM planning and change. Nevertheless, the HR office enjoys credibility with school and district office administrators and is able to influence the HRM process.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**		**To be determined by the district.**
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**		**To be determined by the district.**

School Closure Model	Yes	No	Comment
Other schools exist (with capacity).		X	District does not have another school with capacity to absorb students. Additionally, such consideration would undermine the neighborhood schools framework.